REPORT RESUMES

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A CATALOG OF RECORDED TELEVISION COURSES AVAILABLE FROM GREAT PLAINS INSTRUCTIONAL TELEVISION LIBRARY.

NEBRASKA UNIV., LINCOLN

PUB DATE 67

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THIS IS A CATALOG OF KINESCOPES AND RECORDED TELEVISION COURSES FOR THE ELEMENTARY, JUNIOR HIGH, SECONDARY, AND COLLEGE LEVELS WHICH ARE AVAILABLE FROM THE UNIVERSITY OF NEBRASKA. THE SUBJECTS INCLUDE MATERIALS FROM EVERY PART OF THE CURRICULUM. (CL)

AD ~~000 724~~

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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31 NEW COLLEGE LEVEL COURSES (Page 43)

1967
RECORDED TELEVISION COURSES

FORD FOUNDATION ITV KINESCOPES (Page 81)

Available from

Great Plains Instructional
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University of Nebraska
Lincoln, Nebraska

000 313

1967

A Catalog of
RECORDED
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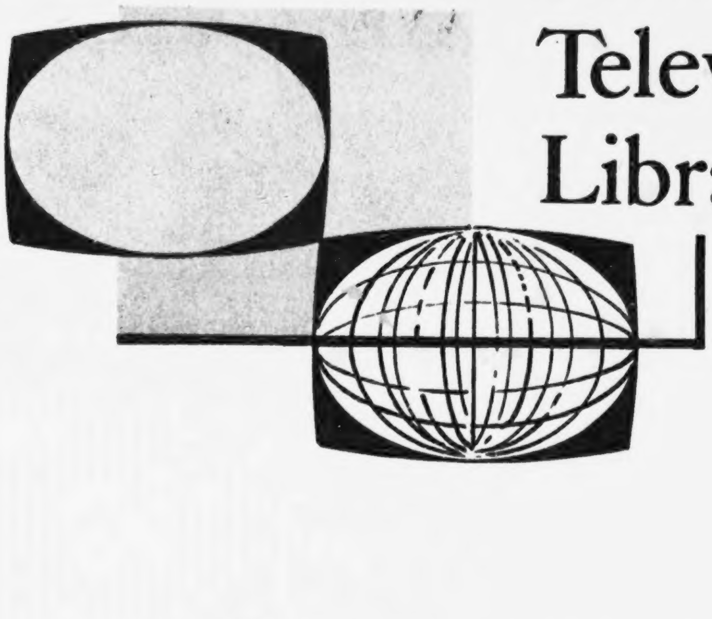


University of Nebraska
Lincoln, Nebraska 68508
Area Code 402 432-3081 or 432-3637

A MESSAGE

from the Staff of

Great Plains Instructional Television Library

The quest for educational material to fill the needs and desires of teachers and students is a continuing process. Forward-looking teachers are always searching for ways in which they can upgrade the quality of their instruction, appreciating any stimuli spurring them toward innovation and the use of materials and tools which will help them be more effective teachers.

But perhaps the most important and meaningful aspect of this search lies in the finding of material which challenges the student to develop better observation and listening skills. This type of stimulus is found in good instructional television courses and, consequently, schools which have wisely used ITV have found it to be a tool of inestimable value.

However, the production of quality instructional television lessons requires special talent, a sizeable staff, much time, hard work, and money. In some instances these expenditures of time and talent are unnecessary because quality materials have already been produced, recorded, and made available on video tape. The Great Plains Instructional Television Library now supplies many of the best television lessons found in ITV in America. These series of lessons have been produced and used by major non-profit educational institutions and are described on the following pages.

Because these courses are primarily supplementary in nature, they can be easily adapted to the curriculum of almost any school. However, each one should be carefully considered as to its suitability for use in any individual situation in view of local educational needs.

Distribution of these recorded courses is through duplicate video tape recordings made from duplication masters held at the Great Plains Instructional Television Library. Individual recordings are made for each user to meet the tape width, scan configuration, and tape speed requirements of his playback equipment. The user normally provides his own video tape; however, under certain conditions, video tape can be leased from the Library.

Telecourse series cannot be purchased. The user pays the duplication and service fees plus a fee for the right to use the series. The basic fee provides for a one-week use privilege by the using organization. Supplemental arrangements can be made to permit "network" and other multiple transmission situations.

PAUL SCHUPBACH
GPITL Director

L. TRACY CLEMENT
Associate Director

The Great Plains Instructional Television Library is dedicated to the principle of service to education and to educational television. The Library staff is pleased to work with curriculum directors and administrators to help them locate the television courses which will best fit their philosophy and the curriculum of their institutions. The staff examines courses not only from this catalog but considers all recorded instructional television courses available in order to help find the proper material.

This year the Library staff is taking particular pride in announcing the addition of 31 new college-level courses from Chicago's TV College. This expansion is important to the ITV field not only from the standpoint of actual general availability of the televised courses but also because of a unique system whereby credit hours may be earned, in some cases, through the Chicago school. This and other information on the college courses is contained in a special preface to the college section of this catalog.

For your convenience, this year's catalog contains four indices. One index classifies elementary, junior high, secondary and adult courses by subject. Another classifies them by grade level. A separate index classifying all college courses by subject matter is also included as well as an alphabetized index of all materials the library offers.

One section of the catalog contains a listing of utilization and in-service courses. Teachers new to the ITV field will find this material especially helpful in gaining an understanding of efficient techniques and procedures necessary for full utilization of the televised courses.

Previews of all courses listed in this catalog are available on video tape—and some on kinescope—without charge. The Great Plains Instructional Television Library exists to serve you. Call on us for assistance or for additional information.

PAUL FEW
Operations Coordinator

MILTON HOFFMAN
Programming Counselor

RICHARD SPENCE
Promotion and Publications

ELEMENTARY, JUNIOR HIGH, SECONDARY AND ADULT COURSE INDEX

(By Subject Matter)

FINE ARTS— *Page*

Art Here, There, and Everywhere (Grades 1, 2, 3) 10
Art About Us (Grade 2) 11
Art at Your Fingertips (Grade 5) 12

FOREIGN LANGUAGE—

Komm, Lach und Lerne (German—Grade 4) 13
Hand in Hand ins Kinderland (German—Grade 5) 13
Auf Deutsch, Bitte! (German—Grade 6) 13
Hablo Espanol (Spanish—Grade 5) 14
Hablo Mas Espanol (Spanish—Grade 6) 14

GEOGRAPHY—

Geography (Grade 4) 15
Geography for the Gifted (Grades 5, 6) 16

HISTORY—

Americans All (Grades 4, 5, 6) 17
Rails West (Grade 4 through Adult) 18
Places in the News (Grade 5 and up) 19

LANGUAGE ARTS—

The Magic of Words (Grades 1, 2, 3) 20
Children's Literature (Grades 1, 2, 3) 21
Sounds to Say (Grades 1, 2) 22
Language Corner (Grade 1) 23
Word Magic (Grade 2) 24
Language Lane (Grade 3) 25
Quest for the Best (Grades 4, 5, 6) 26
English Composition (Grades 7, 8 or 9) 38

MATHEMATICS—

Mathematics (Grade 1) 27
Mathematics (Grade 2) 27
Mathematics (Grade 3) 27
Mathematics (Grade 4) 27
Mathematics (Grade 5) 27
Mathematics (Grade 6) 27
Mathematics for the Gifted (Grades 5, 6) 16
Modern Mathematics for Parents (Adult) 28

PHYSICAL EDUCATION— *Page*

Phys Ed (Grades 1, 2) 29
Phys Ed (Grades 3, 4) 29
Phys Ed (Grades 5, 6) 29

SCIENCE—

Neighborhood Explorers (Grade 2) 30
Land and Sea (Grade 3) 31
Adventures in Science (Grade 5) 32
The World of Science (Grade 6) 33
The Science Room (Grades 5, 6) 34
Astronomy for the Gifted (Grades 5, 6) 16
New Dimensions in Science (Grade 7) 35
Earth and Space Science (Junior High) 36
Introduction to Basic Electricity (Secondary, Adult) 37

UTILIZATION AND IN-SERVICE—

Channels to Learning (Ten Programs) 40
  *Implications for Instruction
  *A Potent Medium
  *Effective Instruction
  *The Professional Team
  *Preparing the Lesson
  *Viewing Conditions
  *Preparing Students
  *Using the Lesson
  *Following-Up the Lesson
  *A Broader Look
The Role of the Classroom Teacher (panel discussion) 41
The Second Classroom (orientation) 41
TV in the Classroom (introduction) 41
Discovering Discovery (program production, step-by-step) 41
The Studio Teacher ("On Camera" training) 41
You Can Draw It (also College) 57

ELEMENTARY, JUNIOR HIGH, SECONDARY AND ADULT COURSE INDEX

(By Grade Level)

—PRIMARY—

GRADE 1— *Page*

Language Corner 23
Mathematics 27

GRADES 1 AND 2—

Sounds to Say 22
Physical Education 29

GRADES 1 THROUGH 3—

Art Here, There, and Everywhere 10
The Magic of Words 20
Children's Literature 21

GRADE 2—

Art About Us 11
Word Magic 24
Mathematics 27
Neighborhood Explorers 30

GRADE 3—

Language Lane 25
Mathematics 27
Physical Education (with Grade 4) 29
Land and Sea 31

—INTERMEDIATE—

GRADE 4—

Komm, Lach und Lerne 13
Geography 15
Mathematics 27
Physical Education (with Grade 3) 29

GRADES 4 THROUGH 6—

Americans All 17
Rails West 18
Quest for the Best 26

GRADE 5— *Page*

Art at Your Fingertips 12
Hand in Hand ins Kinderland 13
Hablo Espanol 14
Mathematics 27
Adventures in Science 32

GRADES 5 AND 6—

Geography for the Gifted 16
Places in the News 19
Mathematics for the Gifted 16
Physical Education 29
The Science Room 34
Astronomy for the Gifted 16

GRADE 6—

Auf Deutsch, Bitte! 13
Hablo Mas Espanol 14
Mathematics 27
The World of Science 33

—JUNIOR HIGH—

GRADE 7—

New Dimensions in Science 35

GENERAL LEVEL—

Rails West 18
Places in the News 19
Earth and Space Science 36
English Composition 38

—SECONDARY—

GENERAL LEVEL—

Rails West 18
Places in the News 19
Introduction to Basic Electricity 37

—ADULT—

Rails West 18
Modern Math for Parents 28
Introduction to Basic Electricity 37

COLLEGE LEVEL
COURSE INDEX
(by Subject Matter)

BUSINESS *Page*

Gregg Shorthand 46
Business Law 47
Marketing 48

DATA PROCESSING

Introduction 49

EDUCATION

American Public School 50
Educational Psychology 51
Overview of Human Relations Problems 52
Measurement and Evaluation 53
Philosophy of Education 54

FINE ARTS

Introduction to the Visual Arts 55
Fundamentals of Music 56
You Can Draw It (also In-Service) 57

FOREIGN LANGUAGE

Spanish (First Course) 58

HISTORY

The Far East 59
History of American Civilization by Its Interpreters 60
History of the American People from 1865 61
Rails West 18

HUMANITIES

First General Course 62
Second General Course 63

LANGUAGE ARTS

English Composition 64
Fundamentals of Speech 65
Shakespeare 66
American Literature from Colonial Days to Civil War 67
American Literature from Civil War to 20th Century 68

MATHEMATICS

Fundamentals of Mathematics 69
College Algebra 70

PHILOSOPHY

Logic 71

PSYCHOLOGY

General Psychology 72

SCIENCE

Physical Science (First General Course) 73
Mechanics and Heat 74
Physical Geology 75
Electrical Engineering 76
    —Circuits I
    —Circuits II
Descriptive Astronomy 77

SOCIAL SCIENCE

First General Course 78
Second General Course 79
National Government 80

ALPHABETIZED INDEX
of All Materials Currently Offered
by
Great Plains Instructional Television Library

Page

Adventures in Science 32
American Literature from Civil War to 20th Century 68
American Literature from Colonial Days to Civil War 67
American Public School 50
Americans All 17
Art About Us 11
Art at Your Fingertips 12
Art Here, There and Everywhere 10
Astronomy for the Gifted 16
Auf Deutsche, Bitte! 13
Basic Electricity, Introduction to 37
Business Law 47
Channels to Learning 40
Children's Literature 21
College Algebra 70
Data Processing, Introduction to 49
Descriptive Astronomy 77
Discovering Discovery 41
Earth and Space Science 36
Educational Psychology 51
Electrical Engineering 76
English Composition (Jr. High) 38
English Composition (College) 64
Far East, The 59
Fundamentals of Mathematics 69
Fundamentals of Music 56
Fundamentals of Speech 65
General Psychology 72
Geography for the Gifted 16
Geography–Grade 4 15
Gregg Shorthand 46
Hablo Espanol 14
Hablo Mas Espanol 14
Hand in Hand ins Kinderland 13
History of American Civilization by Its Interpreters 60
History of the American People from 1865 61
Humanities (1st General Course) 62
Humanities (2nd General Course) 63
Komm, Lach und Lerne 13

Page

Land and Sea 31
Language Corner 23
Language Lane 25
Logic 71
Magic of Words, The 20
Marketing 48
Mathematics–Grade 1 27
Mathematics–Grade 2 27
Mathematics–Grade 3 27
Mathematics–Grade 4 27
Mathematics–Grade 5 27
Mathematics–Grade 6 27
Mathematics for the Gifted 16
Measurement and Evaluation 53
Mechanics and Heat 74
Modern Mathematics for Parents 28
National Government 80
Neighborhood Explorers 30
New Dimensions in Science 35
Overview of Human Relations Problems 52
Philosophy of Education 54
Physical Education–Grades 1 and 2 29
Physical Education–Grades 3 and 4 29
Physical Education–Grades 5 and 6 29
Physical Geology 75
Physical Science 73
Places in the News 19
Quest for the Best 26
Rails West 18
Role of the Classroom Teacher, The 41
Second Classroom, The 41
Science Room, The 34
Shakespeare 66
Social Science (1st General Course) 78
Social Science (2nd General Course) 79
Sounds to Say 22
Spanish (College) 58
Studio Teacher, The 41
TV in the Classroom 41
Visual Arts, Introduction to the 55
Word Magic 24
World of Science, The 33
You Can Draw It 57

A BRIEF HISTORY

. . . *of Great Plains Instructional Television Library*

A study undertaken in 1960 and 1961 by Jack McBride and W. C. Meierhenry of the University of Nebraska laid the groundwork for establishment of the Great Plains Instructional Television Library. The survey, made in cooperation with the United States Office of Education, revealed that many recorded instructional television courses had been produced privately for independent use in school systems over the country.

The McBride-Meierhenry report concluded that considerable instruction was being presented locally at the elementary, secondary and higher levels of education by means of both broadcast and closed-circuit television and that a backlog of this material was available for duplication and distribution. The survey also ascertained that optimum use of this material could best be served by the establishment of three distribution centers or libraries.

The Great Plains Library thus came into being in 1962 as one of the three centers. The libraries were initially financed and sponsored under the auspices of the United States Office of Education as Title VII Projects. After approximately four years of operation under this government agency, the Great Plains ITV Library, in November 1966, assumes total fiscal independence and responsibility.

This new phase in the operation of GPITL has come about due to continued and growing usage of the library's instructional materials by schools and institutions. Much of this growth in utilization parallels the continuing development of educational television stations in the United States. The first ETV station in the country began broadcasting in May 1953. Thirteen years later, in May 1966, the Federal Communications Commission reported that 115 ETV stations were reaching a population area of some 140-million persons. FCC estimates also indicate that about 15-million students in more than 2,000 educational institutions are receiving all or part of their instruction through television.

Service growth of the Great Plains Library has been similarly large—but perhaps even a bit more spectacular when one considers its youth, scope of operations and its meager beginnings. Its original prospectus stated that the purpose of the library was to provide for the acquisition, storage, duplication and distribution of videotaped or kinescoped materials . . . and to make these materials accessible to state and local, private and public educational agencies for use in elementary or secondary schools and institutions of higher learning. From an initial offering of one course the first year of its existence (1962-63), Great Plains Library, during the past year (1965-66), made available nearly 50 telecourses, most of them designed for use on the elementary grade levels. And with the addition of over 30 college-level courses this school year (1966-67), the Library will firmly establish itself in the higher education telecourse field.

Perhaps a yearly comparison of lesson units in circulation since the Library opened best portrays the tremendous growth of the Nebraska-based facility. The original course contained 15 lesson-units. The nearly-80 courses offered this year through the Library are comprised of more than 2,300 lesson units. Also, this school year, patron course-uses total more than 200 with a resulting lesson-usage of more than 6,000.

The Great Plains Library currently is serving the educational needs of a wide geographic area—from Florida to California and from Texas to Alaska. And indications are that soon even the borders of the United States will no longer be used to describe the Great Plains' service area.

The staff of the Great Plains Instructional Television Library—after the November changeover date—will continue to work under the auspices of the University of Nebraska Television department through policies established by a 13-member policy board whose membership represents all levels of educational interests.

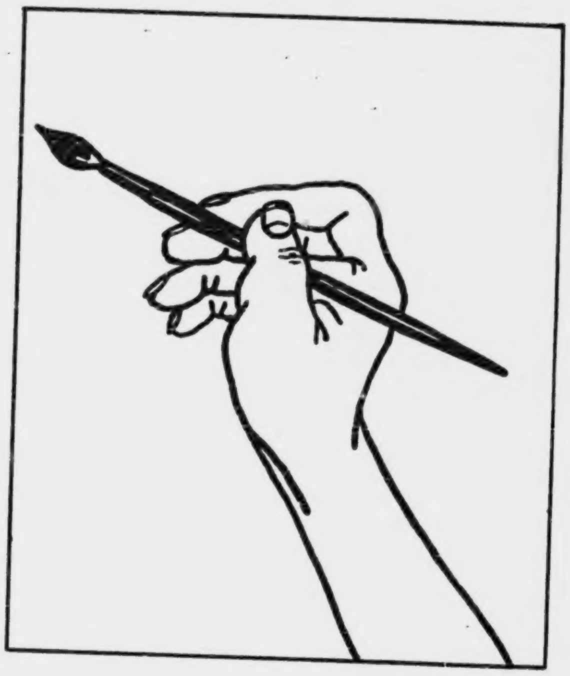
Perhaps a recent recommendation by the policy board best states the aims of excellence and service which Great Plains has set for itself: "To recommend the further development and expansion of the Great Plains ITV Library by the addition of at least 10 quality courses meeting curricular needs, and to explore all avenues leading to greater service to education through the use of recorded instructional television during the 1966-67 school year."

RECORDED INSTRUCTIONAL TELEVISION COURSES for the ELEMENTARY, JUNIOR HIGH, SECONDARY and ADULT LEVELS

ALL COURSES LISTED IN THIS SECTION OF THE CATALOG ARE AVAILABLE ON BOTH QUADRAPLEX AND HELICAL-SCAN VIDEO TAPE.

ART HERE, THERE, AND EVERYWHERE

(for Grades 1, 2 or 3)
Twenty-four, 15-minute lessons



This primary level course explains the principles and elements of expression through art. Basically a "show how" course, general concepts are presented via television and then the classroom teacher is free to adapt these concepts.

Aim of the series is not only to provide motivating and enriching experiences and to promote the growth of awareness, imagination, appreciation and creative ability in the children, but to assist the classroom teacher in explaining and demonstrating the various facets of artistic expression.

The basis for appreciation and understanding of art is tendered in the student by helping him to develop an awareness of the world around him through the senses of sight, touch and hearing.

Each of the content areas is developed through a three-lesson block. The first section deals with developing an awareness of the element; the second, on characteristics of the element; and the third, on practical application of the element in some form of art.

A teacher's guide assists the instructor by offering a wide variety of suggestions for individual activities that can meet the needs of students with a wide range of ability and talent.

The lesson titles for "Art Here, There, and Everywhere":

—Awareness
—Line
—Drawing
—Color Awareness
—Color Facts
—Painting
—Shapes and Form
—Materials in Form
—Clay
—Design
—Paper
—Paper Construction
—Awareness of Printing
—Relief Printing
—Stencil Printing
—Awareness of Cloth
—Stitchery
—Weaving
—Awareness of Sculpture
—Stationary Sculpture
—Mobile Sculpture
—Bookmaking
—Toys and Games
—Puppets

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TEACHERS:* *Fred C. Hiatt
Bill Loebel

Produced by Des Moines Public Schools at KDPS-TV

ART ABOUT US

(for Grade 2)
Thirty, 20-minute lessons

TV TEACHER BRUCE McGHIE

Though especially designed for second graders, this course, with slight modification, can be adapted to other primary levels.

Primary objectives of the course are to produce in the student an appreciation of the processes and intuitions related to artistic expressions, and to foster a spirit of observation on the uses of art in nature . . . thus developing an awareness in the student of the art that surrounds him.

There is a two-fold purpose in this telecourse. The primary purpose is to alert the child to the availability of the materials about him; the second purpose, to aid the teacher in conducting a creative art program on a limited budget.

Users, however, should understand that situations presented in the series do not suggest conformity, either in technique or in the art created. They rather are meant to stimulate students to express their feelings and interpret the environment in which they live.

Teacher Bruce McGhie has experience in rural and city school systems and at the college level. For the past 10 years, he has been art consultant for the Fargo, North Dakota, schools.

An excellent teacher's guide suggests helpful instructional materials to be used in conjunction with the course.

The lesson titles of "Art About Us":

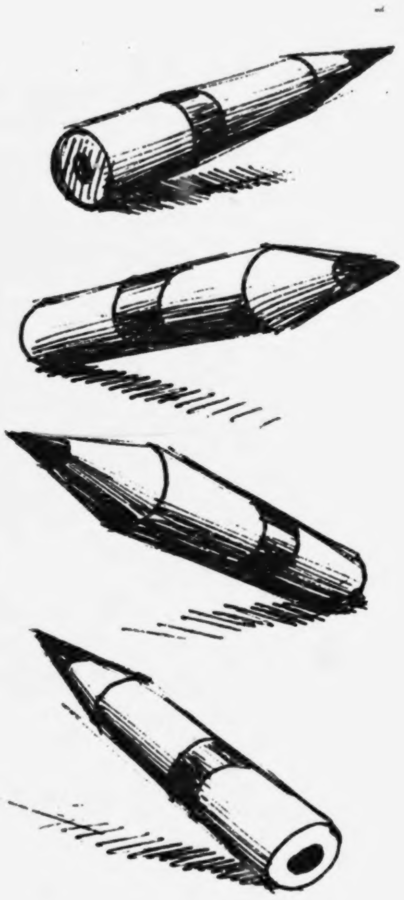
—Art About Us
—Mosaics
—Finger Painting
—Monoprinting
—Paper Cutting
—Paper Construction
—Clay
—Print Making 1
—Print Making 2
—Art Appreciation
—Masks
—Guest Artist—Maxine Shanight
—Weaving
—Crayons
—Guest Artist—Adele Ruliffson
—Paper Sculpture
—Chalk
—Guest Artist—Ethel Domesle
—Dioramas
—Letter Cutting
—More Masks
—Yarn Stitchery
—Guest Artist—Orland Rourke
—Color
—A Look in Our Clutter Box
—Puppets
—Let's Weave Again
—Art Appreciation
—Screen Printing
—Art Still About Us

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

Produced for the North Central Council for School Television, Fargo, N. D., at KFME-TV

ART AT YOUR FINGERTIPS

(for Grade 5)
Thirty-two, 15-minute lessons



This award-winning program has had high and successful usage since its acquisition by the Great Plains Library. We feel "Art at Your Fingertips" has rated this wide acceptance because the course extends the scope of learning not only to the viewer-student but also to the classroom teacher who, through the lessons, gains valuable training in various art techniques. All this aids the teacher in making new ideas in art interesting to her charges.

Basic purpose of the course is to encourage individual expression among the students and stress creativity in preference to conformity. Although designed for the fifth grade, any of the upper elementary grades will profit from it.

Teacher Jayne Dwyer demonstrates techniques for the use of such media as chalk, paint, wood and clay in self-expressive projects. She shows how the design elements of line, form, color, shape, texture and space combine to facilitate the communication of ideas.

These various techniques and elements are used by the student as he explores the artistic expression areas of drawing, graphics, painting, constructions and modeling.

Basic to the entire structure of the course is its objective of providing motivating instruction which, in turn, will lead the student to a self-satisfying experience in some form of art.

Miss Dwyer has several years of experience as an elementary art teacher and supervisor and is presently a staff member of WENH-TV, University of New Hampshire, producer of this course.

An all-encompassing teacher's guide contains pre-study outlines of materials and methods and a wealth of suggestions for post-telecast activities. There is also an introductory utilization telecast.

The lessons of "Art at Your Fingertips":

—Teacher Utilization
—Design in Nature
—Print Making
—Designing from Fruit & Vegetables
—Man's Use of Natural Design
—Drawing (overlapping)
—Drawing (still life)
—Drawing (use of line & shape
—Silk Screen Print Making
—Stenciling
—Block Printing I & II
—Nora Unwin, Guest Artist
—Glue Printing
—Monoprinting
—Color
—Tempera Painting
—John Hatch, Guest Artist
—2—D Paper
—Collage
—Mosaics
—Clay
—Al Potter, Guest Artist
—Mobiles
—Paper Sculpture
—Winslow Eaves, Guest Artist
—Sawdust & Wheat Paste Modeling
—Sculpture, Construction & Modeling Created Through a Variety of Materials
—Weaving
—Winnifred Clark, Guest Artist
—Summary

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TEACHER: Jayne Dwyer ***Produced by the University of New Hampshire at WENH-TV***

KOMM, LACH UND LERNE

(German—Grade 4)
One-hundred-four, 15-minute lessons

This course in beginning German has a three-fold objective: to help children acquire conversational skill on topics of daily concern . . . to foster in the students an appreciation of another culture . . . and to develop in them a sense of correlation among various academic subjects as they relate to their study of the language. Content of the course centers about vocabulary for everyday situations at school, at home, on vacations, in music, in sports and other activities familiar to children. The students are taught phrases and sentences commonly used by German children and easily understood by American youngsters.

HAND IN HAND INS KINDERLAND

(German—Grade 5)
One-hundred-four, 15-minute lessons

Stressed in this second German course are the elements of understanding, imitation and repetition. The student is trained to understand patterns of sounds. He then imitates these sounds which are made by the teacher and practices them by correct and constant repetition. Stressed in the teacher's guide is the importance to the teacher of being a good speech model. Each week, a real-life situation is introduced in which the students participate, using the linguistic knowledge they have gained.

AUF DEUTSCH, BITTE!

(German—Grade 6)
One-hundred-four, 15-minute lessons

This course represents a carefully integrated conclusion for the three-year series described in this section. Each of the study units in "Auf Deutsch Bitte!" focuses upon a subject of the student's own personal concern—family, school, social life, sports—and builds from this, using the major content areas introduced at the 4th and 5th grade levels. In this concluding course, there is greater utilization of the students' abilities in the use of the language. This is done to "break up" the monotony of the constant hearing and repeating drills of the previous two courses.

A complete package of associated study materials is available for use in conjunction with the three German courses outlined above. Teacher's guides suggest a multitude of preparatory and follow-up activities as well as pronunciation helps and practice tips.

The student is provided with a textbook designed especially for the telecourses, plus a "fun book" for supplementary activities to further reinforce the vocabulary presented in the televised lessons.

Practice audio tapes are also available for classroom use. Three progress tests are included with the tapes and student response sheets are provided with the teacher's grading keys. Each of the grade levels concludes with a final examination.

These courses were developed in a school television learning situation and have been used successfully for several years.

Videotapes of typical lessons from the course—along with sample copies of the teacher's guides and the other described auxiliary material—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the courses are available as a part of this "no obligation" sampling service.

TEACHER: Hedi Oplesch ***Produced for the Robbinsdale, Minn., School District at KTCA-TV***

HABLO ESPAÑOL

(for Grade 5)
One-hundred, 15-minute lessons

This first course in Spanish is primarily concerned with teaching fifth grade students to understand and speak Spanish. The lessons are planned for three-a-week screenings and are organized in units by subjects. For instance, one block of lessons covers greetings, courtesies and farewells. Another block deals with the family. The student is familiarized with patterns of speech during the telecourse and then, in the 15-minute follow-up period, uses the knowledge in the performance of games, pantomimes and the like. Recordings, narrated by native Spanish-speaking people and emphasizing the main patterns and vocabularies for each lesson, act as supplemental material to be used during the follow-up period.

HABLO MAS ESPANOL

(for Grade 6)
Sixty-four, 15-minute lessons

As in the preceding course, this second-year Spanish series uses the conversational approach along with the introduction of some carefully controlled simple reading and writing exercises. It too follows a 15-minute telecast and 15-minute follow-up format—but lessons are screened on a two-a-week basis. A programmed workbook entitled "Step to Step by Spanish" combines a selected vocabulary with logical progression from simple to complex reading and writing patterns. It can be completed by each pupil at his own pace. A reading and writing workbook containing stories, illustrations and exercises is also used during the course as are classroom recordings during the follow-up period.

This two-year sequence in Spanish language instruction was developed through a carefully controlled research program in the Denver Public Schools. Through this research were determined practices that produced the highest proficiency in student achievement.

Originally used for the fifth and sixth grades, it should be noted that the series could be equally as effective in any of the upper elementary grades.

An extensive complement of associated printed and audio materials is available to assist the classroom teacher in making the instruction as meaningful as possible for the student. The testing periods, which are also administered via television, represent the most advanced thinking in test construction for evaluating foreign language comprehension.

A rather unique feature of this Spanish series is the complete, illustrated parent's handbook which accompanies the courses. Research has indicated that when parents become involved in the program, a significant improvement is noted in the children's achievement.

Videotapes of typical lessons from the course—along with sample copies of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the courses are available as a part of this "no obligation" sampling service.

***TEACHER:* Fred Manzanares**

Produced by the Denver Public Schools at KRMA-TV

GEOGRAPHY

(for Grade 4)
Thirty-four, 20-minute lessons

The improvement of map and globe skills is only a part of this interesting enrichment course. The pupil is also aided in developing many social understandings by being made aware of the importance of geography in the life of man.

Although keyed to the traditional fourth grade curriculum, other grades can benefit from use of the course since it is not designed to provide a total teaching experience but rather to provide motivation and enrichment for all students consistent with their abilities and interests.

The series is divided into four general areas: General Geographic Concepts, Hot-Wet and Hot-Dry Lands, Highland and Lowland Regions, and The World of Many People.

Instructor John Rugg has been a television teacher in Denver, Colo., for several years. During this time he has taught science, geography, mathematics and history from grades four through six. An established teacher before starting his television work, Mr. Rugg holds a Master's Degree from the University of California at Los Angeles.

Program guests during the Geography 4 series include a Mt. Everest climber, an Eskimo child, a visitor from the country of Lebanon and a world traveler.

A teacher's guide which accompanies the course provides advance information on each lesson—concepts to be explored, vocabulary, class preparation suggestions and tips on follow-up activities.

The lesson titles of "Geography 4":

—Our Earth in the Space Age
—Geographical Terms We Should Know
—Looking at the Continents
—Meeting Two People from Two Different Continents
—Exploring the Oceans of the World
—Oceans Work for Us
—Finding Our Way on Earth
—How Maps Are Made
—What Are Deserts Like?
—Contrasting Ways of Living in Deserts
—Living at the Equator
—Rivers and Lakes—Their Importance to Man
—Africa—Land of Contrast
—Indians of the Southwest
—Crossroads of the World—The Near East
—Halfway Around the World to Southeast Asia
—Mountains of the World
—The Highest Mountain in the World—Mt. Everest
—Living in Mountains—Switzerland
—From Our Mountains—Water to Drink
—Lowlands of Europe—The Netherlands
—Life at the Far North
—Can We Live on Antarctica?
—Learning About Early Man
—Super City of Tomorrow—Atlantic Seaboard
—A Visit to an Atlantic Island Group—United Kingdom
—A Visit to a Pacific Island Group—Japan
—From Eastern Europe to the Bering Sea—USSR
—Southern Europe—Past and Present
—Australia—A Continent and a Country
—Food for the World of Many People
—World of Natural Resources
—The Influence of Geography on Transportation
—Why Man Lives Where He Does

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TEACHER: John Rugg

Produced by the Denver Public Schools at KRMA-TV

Geography for the Gifted

(for Grades 5 or 6)
Twelve, 30-minute lessons

Mathematics for the Gifted

(for Grades 5 or 6)
Twelve, 30-minute lessons

Astronomy for the Gifted

(for Grades 5 or 6)
Twelve, 30-minute lessons

This series of courses was produced through a grant from the Department of Program Development for Gifted Children, State of Illinois, to determine if gifted elementary students could profit intellectually from televised enrichment lessons without an additional burden of preparation and instruction being placed upon a classroom teacher.

The lessons of the geography telecourse are organized around four main ideas: The Idea of the Map; The Idea of Inter-Relationships Among Features That Make Up Our World; The Idea of Man-Made Landscapes; and The Idea of Differences in the Way People Live from Place to Place in the World.

The approach in the course dealing with mathematics is one of discovery. Students are led to their own formulation of mathematical short-cuts and formulae and are even given unsolved problems to ponder. Producers of the course express the hope that the teacher and students "will find this rather unconventional approach to mathematics both stimulating and enjoyable."

The first seven lessons in the astronomy course deal with the questions of measuring distance to and size of celestial objects, the emphasis being on not the specific answer to the questions but on the manner in which the answers were ascertained. More exacting comptuations are encouraged in the balance of the lessons.

The courses are designed to present information and concepts in fields not generally explored by elementary school curricula . . . to provide insights into these areas . . . and to act as stimuli to further independent inquiry.

A project book has been developed for each course. Because the students will not be viewing the courses in traditional class situations, these books are designed to supplement and reinforce the concepts taught and to suggest additional projects and activities the student may wish to undertake independently.

Many workbook problems are "programmed," thus leading the student to the correct answer. In some cases, students will work in the books along with the television teacher. Experimentation has indicated that additional classroom teacher participation in preparatory and follow-up activities can enable a less rigorously selected group of students to benefit from the lessons. A packet of material is available to assist teachers who desire to plan such active participation.

A bibliography of books and other materials has been prepared for each series of lessons in the courses.

Videotapes of typical lessons from the courses—along with sample copies of the accompanying teacher's guide and other auxiliary material—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from each of the courses are available as a part of this "no obligation" sampling service.

GEOGRAPHY TEACHER: Everett G. Smith, Jr.
MATHEMATICS TEACHERS: Robert and Nancy R. Wirtz
ASTRONOMY TEACHER: Gail Pierce

Produced by the University of Illinois at WILL-TV

AMERICANS ALL

AMERICANS ALL

(Grades 4, 5 or 6)
Thirty-one, 20-minute lessons

This is a highly informative and valuable enrichment course to supplement the study of American History in the upper elementary grades.

Using a variety of production techniques, highlights in the lives of outstanding Americans are presented in a manner that adds realism and meaning to them. The renowned personages under study include:

Roger Williams, Thomas Paine, Nathan Hale, Benjamin Franklin, George Washington, John Paul Jones, Thomas Jefferson, Lewis and Clark, Eli Whitney, Andrew Jackson, Emerson and Thoreau, Henry Clay, Horace Mann, Sam Houston, Harriet Beecher Stowe, Abraham Lincoln, Mark Twain, Robert E. Lee, Clara Barton, Kit Carson, Samuel Gompers, Andrew Carnegie, Theodore Roosevelt, Jane Addams, Thomas Edison, Woodrow Wilson, Oliver Wendell Holmes Jr., Albert Einstein, Franklin Roosevelt, Lou Gehrig and Ralph Bunche.

Each lesson emphasizes the desirable qualities of leadership, perseverance and personal drive necessary to achieve goals. Though a single pat formula for attaining success seems not to be in evidence, the viewer is shown the importance which the melting pot society of America apparently played in helping the subjects contribute to the strength of the nation.

Every student who is alert to subtle influence will detect that each of the famous subjects used his own particular skills, talents and abilities to become a worthwhile, contributing member of our society.

Each episode is a self-contained program and thus the various lessons can be presented in any sequence necessary to meet the needs of the local curriculum.

A teacher's guide containing helpful suggestions for study and follow-up activities and valuable bibliographies accompanies the course.

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the courses are available as a part of this "no obligation" sampling service.

TEACHER: John Rugg

Produced by the Denver Public Schools at KRMA-TV

RAILS WEST

(for Grade 4 through Adult) Five, 30-minute lessons

The snort of the Iron Horse and its early trips westward over the plains and mountains provide the backdrop for this song and story look at the history of Western America.

The westward push brought both joy and despair for the builders and the men of fortune and agriculture who followed in its wake. This fashioning of a grand American legend along with its memorable events and personages is revived by Dr. Robert N. Manley in this most enjoyable and informative series.

Though historically correct, the programs are heavy in their emphasis of the folklore and culture of early Western America. Dr. Manley captures the moods of these times through sparkling lecture and song. He accompanies himself on the guitar as he relates the plaints, joy and humor of the pioneers as they themselves expressed it through music.

The series captures the excitement of the people of the West who saw a bright future for themselves with the coming of the railroad and attendant industry and development. It tells of the problems encountered in the actual building of the railroad. It separates fact from fancy in regard to the legendary characters who sprang from the big western push. The problems of the homesteaders and the cattlemen receive full attention in one of the programs. The disillusioning days of depression are pondered by Dr. Manley as he explains the reasons for and results of this dark period in the development of the plains farmer. And, finally, the full circle of the railroads' development is discussed—from shiny new to the rusting rails of today.

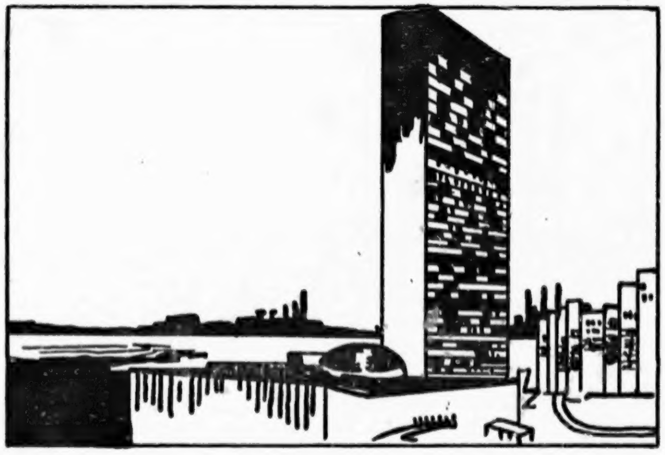
Because "Rails West" is designed strictly as an enrichment experience, there is a wide range of grade application. Students from the upper elementary grades through the adult level will find educational value in the programs.

Videotapes of typical lessons from the course are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TEACHER: Dr. Robert N. Manley ***Produced by the Nebraska Council for ETV at KUON-TV***

PLACES IN THE NEWS

(for Grade 5 and up)
Weekly 20-minute lessons



This award-winning series highlights current world events that have major political, economic, scientific or cultural significance.

But far more than being merely a report of an event, the series relates a person or place in the news to the total world situation. And though the lessons deal with extremely current events, they, in general, have lasting value. The programs may be compared with the weekly "cover story" of the two leading national news magazines.

The tremendous news gathering resources of the New York City area—where the program is produced—blend with the immediate availability of world figures and organizations to make possible this outstanding instructional television achievement.

Under present arrangements, a user of the series can have the program available for telecast no later than one week following the original production.

An excellent teacher's guide presents superior utilization techniques and activities that can be used in conjunction with this type of programming. The guide was developed by teachers and supervisors of the Los Angeles, California, County Schools after more than a year's use of the series. It is a valuable resource item for the social studies teacher whether she is working at the elementary or secondary level.

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons previously used in the course are available as a part of this "no obligation" sampling service.

TEACHER:* *Jerry Silverstein

Produced by New York City Public Schools at WNYE-TV

THE MAGIC OF WORDS

(for Grades 1, 2 or 3)
Twenty-five, 15-minute lessons

This series provides the primary level grade student with an opportunity to explore poetry, prose, creative writing, creative dramatics and other related subjects.

Designed as a supplement to a regular language program, the telecourse's primary value lies in its encouragement of the child to engage in individual activities which will further widen his appreciation of and interest in the various language arts. These activities include storytelling, creative writing, dramatics, poetry reading and writing, expression through puppetry, the reading of books, the language of words and music, and the art of cartooning.

Each lesson is complete in itself, yet the series will be more meaningful if viewed in its continuous entirety. The classroom teacher has ample opportunity to simplify or embellish the telecast lesson with a variety of follow-up activities geared to meet the needs and interests of her particular group.

The course is divided into six general units of study—storytelling, poetry, books, the need for words, creative dramatics, and oral reporting and puppets. The six final lessons are devoted to an extensive review of the material, accompanied by practical application of knowledge gained.

A teacher's guide accompanying the course offers suggestions for follow-up and related activities in addition to outlines of the lessons. An extensive bibliography of reference material is also contained in the teacher's guide.

Lesson titles from "The Magic of Words":

—Tell Us a Story
—Villains and Heroes
—Let Me Try Please
—The Sound of Words
—The Poet's World
—Enjoying Poetry Together
—A Look at a Book
—From the Author to You
—Alphabeta
—Words and Music
—Stories in Picture
—The Unspoken Word
—Speak Up Please
—Let's Pretend
—Classroom Dramatics
—Lights, Action, Camera!
—Giving a Talk
—What to Do With an Old Sock
—Talking Hands
—The Art of Story Telling
—It's Poetry Time
—Finding the Right Book for You
—Has Your Writing Improved?
—A Play for Television
—Looking Back

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TEACHER: John Robbins

Produced by the Greater Washington TV Ass'n, Inc., Washington, D. C., at WETA-TV

CHILDREN'S LITERATURE

(for Grades 1, 2 or 3)
Thirty, 15-minute lessons

This versatile telecourse has a simple basic purpose: the introduction of good literature into the everyday life of a child.

Designed as an enrichment opportunity, the series fully uses the technique of reading from selected works of children's literature while visualizations are screened to highlight the story line. It should be noted at the outset that the course does not constitute a total teaching program but rather points toward encouraging children to view reading as an anticipated and real source of enjoyment.

Content of the stories under study includes events of importance in the lives of all children—everyday common occurrences in the neighborhood, animals, fairy tales, special days, the seasons and holidays, and birthdays of famous people.

Television teacher Dolores Dudley points out in the accompanying study guide that the potential of literature for children is greater today than ever before. In recent years, about 1,500 children's books have been published annually. The means to select suitable material from this veritable flood are now readily available, Mrs. Dudley says, and there are more children now than ever before who can read.

Mrs. Dudley has been a television teacher for many years. She was elementary music supervisor for the Tewksbury, Mass., schools and primary music teacher for the Hagerstown, Md., closed circuit TV systems. During 1960-61 she prepared a series of 128 videotaped primary and elementary music programs for the Midwest Airborne TV Instruction project.

The material in "Children's Literature" may be used successfully in the areas of social studies, music and art as well as in the language arts program.

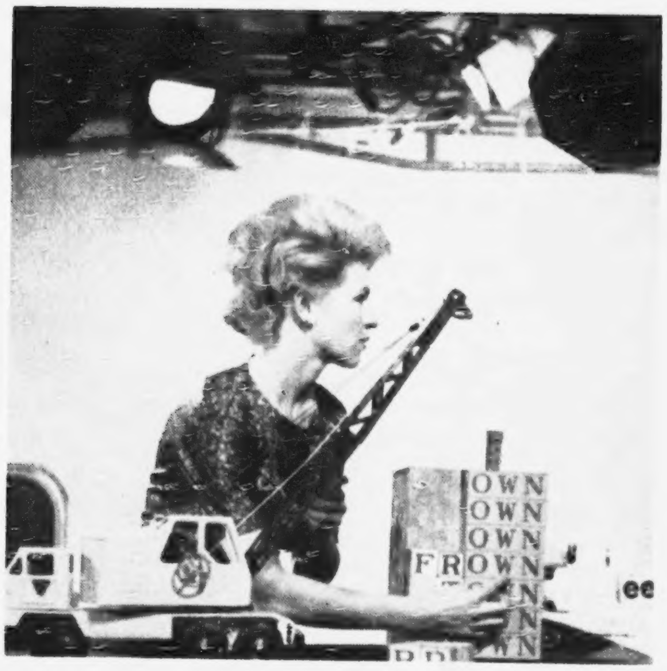
Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the courses are available as a part of this "no obligation" sampling service.

TEACHER: Dolores Dudley

Produced by the Nebraska Council for ETV at KUON-TV

SOUNDS TO SAY

(for Grades 1 or 2)
Twenty-five, 15-minute lessons



***TEACHER:** Joanne Desmond*

This course is planned for use as an introductory phonics program with the first grade . . . for review with the second grade . . . or for remedial work with any children who have not mastered the abilities involved. It should not be thought of as a complete phonics program but rather as a supplement to any phonics program in use at the school.

Phonics is the study of the speech equivalents of printed symbols. In reading, the reader is involved in the use of these sounds when pronouncing the printed words. It is important, therefore, for children to learn the phonic skills and to use this knowledge when they meet new or unfamiliar words.

This introductory course to phonics deals with the recognition of speech sounds. The ability to hear sounds in words is necessary if the child is to use phonics. Hearing sounds in words, therefore, is the first acquired phonic knowledge and this ability is the one particularly stimulated and encouraged in this course.

Television teacher Joanne Desmond received her Bachelor of Science degree from Northwestern University in 1958. She has had classroom teaching experience in speech, English and social studies in the San Francisco, Cal., school system and worked as a recreation therapist and teacher at Babies' Hospital of the Columbia-Presbyterian Medical Center in New York City. Miss Desmond has also had extensive experience in the theatrical and commercial television fields.

The lessons in the course are designed to stimulate interest in words and arouse a desire to develop a reading vocabulary. Provision is also made for individual differences in ability by introducing vocabulary for the children able to master it as well as sounds for children of all learning levels to imitate.

A comprehensive teacher's guide contains outlines and summaries of all the lessons along with suggested practice projects.

The course is divided into four units—consonants, vowels, homophones and rhyming words and applied phonics.

The first unit concerns itself with studying various consonants—s, c, p, f, d, l, n, and k—as beginning sounds, along with follow-up studies of the letters. There are also programmed activities for the other consonants. Three of the lessons in the first unit explore letter blends (i.e. "ch," "sl," "br") and offer appropriate follow-up activities.

The second unit—on vowels—discusses the short a, short e, short i and the short sounds of o and u. There are also suggested follow-up activities and a review of vowels.

The third unit, dealing with homophones, studies those letters which sound alike but look different and, conversely, those letters which look alike but sound different.

The final unit constitutes exercises in applied phonics. What the student has learned is put to use through rhyming games.

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

Produced by The 21-Inch Classroom, Boston, Mass., at WGBH-TV

LANGUAGE CORNER

(for Grade 1)
Thirty, 15-minute lessons

TV TEACHER HOPE MITCHELL

"Language Corner" points toward instilling in the child the realization that he has a gift to share through his own way of expression. The course is designed to help the student discover the many ways of communicating through this special gift and to properly react to other's communicative efforts.

The series stresses not only the spoken and written language of words, phrases and sentences, but also facial expressions, bodily movements, voice quality, rate of speed, pitch, emphasis, phrasing and drama.

Television teacher Mrs. Hope Mitchell brings eight years of classroom experience before the instructional television camera. In addition to classroom teaching, Mrs. Mitchell's career has included experience in children's theatre, creative drama for children, monologues and book reviews.

For several years she was associated with a well-known international school of personal improvement, teaching and lecturing as well as appearing in commercial films and television commercials. She took her Bachelor of Arts degree from the University of Denver and has taught in the public schools of Denver and Alamosa, Colo., and Henrico County, Virginia.

A useful teacher's guide previews the activities undertaken in each telelesson, offers a vocabulary list and contains a listing of suggested follow-up projects. Mrs. Mitchell notes that the television lessons are designed to supplement the regular classroom program.

Each program is complete in itself but, of course, participation in each of the lessons on a continuous basis will make the entire series more meaningful. In a message to the classroom teacher, Mrs. Mitchell notes: "The series should present some happy learning experiences which you may simplify or embellish with activities to meet the needs and interests of your class."

The lesson titles and/or lesson topics in "Language Corner":

—Listening
—Show and Tell (sharing effectively)
—Manners (being friendly and kind)
—Your Five Senses (a walk in the woods)
—The Uses of Imagination
—Writing Stories from Daydreams
—Communicating Through Art
—Fairy Tales
—Making An Experience Chart
—Story Time (by the teacher)
—Writing on an Interesting and Complete Thought
—A Time of Joy (Christmas)
—The Word Bank (Vocabulary)
—Synonyms
—Speech Lesson
—Speech and Telephone
—Poetry Out Loud
—Abraham Lincoln's Boyhood (Biography)
—Letter Writing
—Autobiography
—Puppet Operetta
—Hand Communication
—Body Communication (pantomime)
—Communicating through poetry and monologues
—Look, See and Tell (Observation and Communication)
—The Library
—Telling a Story
—The Fun of Reading
—A Book Review
—A Review of the Course

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

Produced by Central Virginia ETV Corp., Richmond, Va., at WCVE-TV

WORD MAGIC

(for Grade 2)
Sixteen, 15-minute lessons

This course, geared specifically to second graders, is an enrichment program utilizing many of the communicative skills. Areas covered include: pantomime, good speech habits, using one's imagination, building a creative story, poetry, use of the dictionary, manners, vocabulary, oral reading, facial expressions and letter writing.

Instructor Hope Mitchell combines good television techniques and a delightful personality to make this series a highly interesting and instructional supplement to any primary language arts curriculum.

So many talents lie dormant in some children for so long a time they are completely stifled or found too late to be truly developed. The "Word Magic" course is aimed at loosening and releasing these abilities in the communicative arts area.

Here's an example of "Lesson Objectives" as stated by Mrs. Mitchell in the teacher's guide that accompanies the course:

"We want the children to realize that there are many ways of communicating besides just talking. When the children understand that they can make others understand them by using their bodies and their hands, they may become less inhibited. When planning a pantomime, even a very simple pantomime, a person must do some pre-planning. And so, he starts organizing his thinking. He plans step by step his movements, using only those that are meaningful and eliminating those that are not necessary. . . ."

The teacher's guide is extremely helpful in assisting the classroom teacher in effective utilization practices.

The lesson titles and/or lesson topics of "Word Magic":

—Pantomime
—Speech and the telephone
—Sharing Together (an oral report)
—How to Write or Tell a Creative Story
—Dictionary
—Poetry Appreciation
—A Gift for You (Christmas)
—School Manners
—Communicating through a play ("Rumplestiltskin")
—A Trip Through Imagination (Music-Art-Monolog)
—Vocabulary
—Reading Out Loud
—Communication through Facial Expressions
—Why We Write Letters and Their Proper Form
—A Visit to the Post Office
—A Review of the Course

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TEACHER: Hope Mitchell

Produced by Central Virginia ETV Corp., Richmond, Va., at WCVE-TV

LANGUAGE LANE

(for Grade 3)
Thirty-one, 20-minute lessons

The objectives of this course, as with "Language Corner" and "Word Magic," are to help the child develop and use all the communicative skills at his command in making his thoughts and ideas made known to others . . . in listening to the thoughts and ideas of others . . . in ably expressing his thoughts to others through the written word . . . and in reading and understanding the written words of others.

Designed as supplementary instruction, the telecourse has as its objective the motivation of students to think and create independently so they may more fully understand and enjoy living and working with their fellow men.

Each lesson of "Language Lane" explores a different way of expressing one's thoughts, viewpoints and desires—speech and its beginnings, the magic of vocabulary, the history of writing, organization and sequence, writing of stories and letters, oral reading, physical self-expression, poetry and choral reading, and play writing and acting.

Television teacher Hope Mitchell enhances the effectiveness of the course with guests, animals, little plays, puppets and other special visual treats throughout the series.

Following is an excerpt from the teacher's guide accompanying the course:

"In this lesson we hope to make the children aware of the importance of a voice. . . . A voice is unique in that it responds to your motivation. Through the power of your spoken words you can run the gamut of emotions . . . Let's help the children to see that a voice is a tool for good communicating. . . ."

The guide offers information for effective preparation of students for viewing the lessons and suggests appropriate follow-up activities.

The lesson titles and/or lesson topics of "Language Lane":

—Listening
—Beginnings of Speech
—Origin of Our Language
—Speech Lesson
—Communicating With Face & Hands
—Interesting Conversation
—Vocabulary
—First Things First (Sequence)
—Writing Stories About Metaphors
—Communicating With Animals
—History of Writing
—The Library
—Sentence Embellishment
—Happy Holidays (Christmas & Hanukkah)
—Building Better Paragraphs
—Communicating News (Accuracy)
—Telling True and Make-Believe Stories
—Writing Friendly Letters
—Creating a Poem
—Communicating Through the Dance
—Fun With Marionettes
—Enjoyment of Good Poetry
—Choral Poetry Reading
—Oral Reading
—Writing An Autobiography
—Imagination for All the Arts
—Writing and Presenting a Play
—Giving a Little Talk
—How to Review a Book
—Writing and Presenting a Monolog
—Review of Ways to Communicate

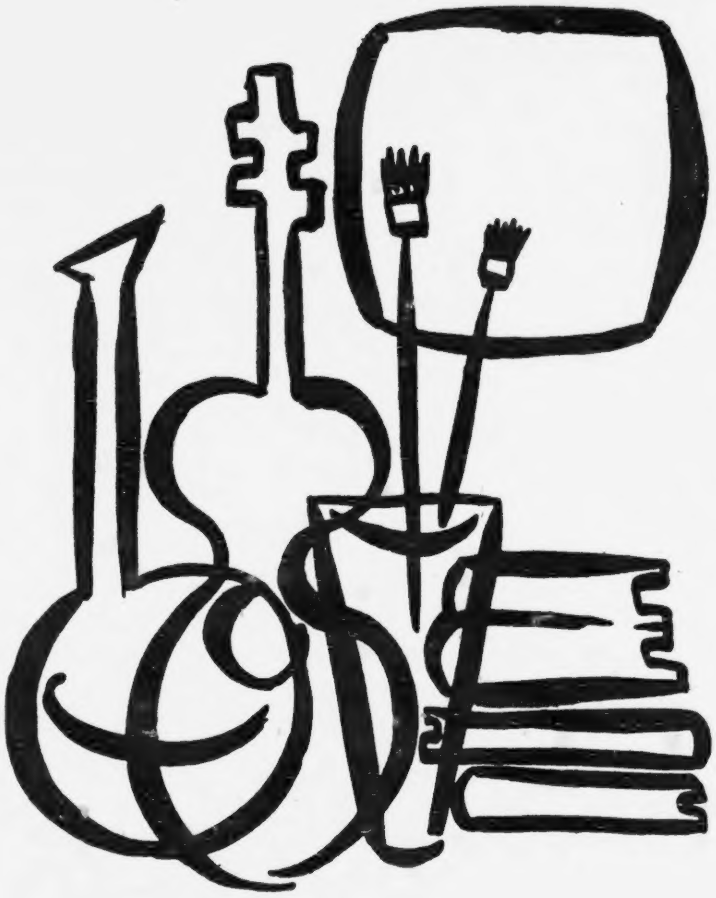
Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TEACHER: Hope Mitchell

Produced by Central Virginia ETV Corp., Richmond, Va., at WCVE-TV

QUEST FOR THE BEST

(for Grades 4, 5 or 6)
Thirty-two, 20-minute lessons



This outstanding course has enjoyed extremely high and successful use since being acquired by the library. And well it might for the series utilizes the unique advantages of television dramatizations, guest artists, creative interpretations and a wealth of other techniques to effectively spur the student-viewer into exploring the field of quality literature.

The course is specifically designed to encourage the pupil to read widely and with discrimination, develop a greater appreciation of books and to think and write creatively.

The pupil is encouraged to explore the field of literature to find ways of helping him understand the world today . . . the world as it was in the past . . . and the world as it may or may not be in the future.

Once having his interest and desire aroused in the many-faceted world of books, the pupil may need assistance in the choice of literature to fit his needs and still be of permanent significance to him. The classroom teacher plays a vital role in this endeavor.

The teacher's guide that accompanies the course contains carefully selected, graded bibliographies of material keyed to each lesson. These lists can be used to guide the pupil's selections for supplementary reading. Other book selection helps are included in the guide as are suggested follow-up activities and other utilization ideas.

Lesson titles in "Quest for the Best":

—Adventure
—Other Lands and People
—Famous Voyages
—Myths, Legends & Folktales
—Exploring New Fields
—Mystery and Suspense
—Historical Fiction
—Animals (Elephant, Cougar)
—Book Week
—Harvest Time
—Find the Facts (Television)
—Humor
—Reading Together
—December Days
—Family
—Winter in Stories
—Historical Fiction
—Pioneering
—Fantasy
—Animals (Snake, Llama)
—Biography (Buffalo Bill, Clara Barton)
—People & Events
—Family
—Fairytales
—Poetry
—Find the Facts
—Adventure, Real & Otherwise
—Myths, Legends & Folktales
—Pioneering
—Humor
—Myths, Legends & Folktales
—Too Good to Miss (Suggestions for Summer Reading)

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TEACHER: Will Howard

Produced by Denver Public Schools at KRMA-TV

MATHEMATICS

(Six Courses, Six Grade-Levels)

This fully-articulated series of six telecourses combines the modern and traditional approaches in the presentation of mathematical understandings.

An important feature of the courses is their adaptability for use with any of the mathematic texts currently in use over the country. Only concepts common to all texts are presented.

The spiral development of the courses gives great versatility to the presentations. Though each level develops more fully the concepts introduced at the previous levels, no single level is dependent on a previous one for an understanding of the material presented. Therefore, a school may initially introduce one or two of the courses and later, if it desires, bring in other levels without creating any continuity problems.

A woman is used as the television teacher for the lower levels; a man for the upper levels. Both are well qualified and present the material in an interesting, understandable and challenging manner.

Teacher's guides available for each course give an outline of the work and follow-up suggestions for each lesson. The guide is of an open-end design, allowing opportunities for students to develop additional activities in keeping with his abilities or special needs.

Videotapes of typical lessons from these courses—along with a sample copy of the accompanying teacher's guides—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from each of the courses are available as a part of this "no obligation" sampling service.

GRADE ONE

Seventeen, 15-minute lessons and Eighteen, 20-minute lessons

The lesson titles for "Mathematics 1":

—Points, Lines, Circles
—Rectangles & Squares
—Triangles & Patterns
—Position Words
—Words of Relative Size
—What Is a Set?
—Empty Set
—One-to-One Correspondence
—Equal Sets
—Union of Sets
—Number
—The One-More-Pattern
—Greater-Than, Less-Than
—Subsets
—Addition Facts
—Addition I
—Commutativity
—Addition II
—Associativity
—Difference of Sets
—Subtraction I
—Subtraction II
—Place Value
—Time
—Calendar
—Fractions
—Dyeing Easter Eggs
—Counting by Twos
—Number Sequences
—Sentences
—Height
—Weight
—Graphs
—Problem Solving
—Games

GRADE TWO

Thirty-five, 20-minute lessons

The lesson titles for "Mathematics 2":

—History of Numbers
—Time
—Sets
—Set Description
—Equivalence
—Equal Sets
—Union
—Subsets
—Difference of Sets
—Number
—Relationships
—Addition
—Commutativity
—Associativity
—Subtraction
—Stock Show
—Fractions
—Place Value
—Two Place Numbers
—A Valentine Party
—Number Sentences
—Roman Numerals
—Arithmetic Everywhere
—Calendar
—Points and Lines
—Shapes
—Linear Measurement
—Approximate Measurement
—Weight
—Thermometer
—Multiplication
—Division
—Graphs
—Problem Solving
—Games

GRADE THREE

Thirty-four, 20-minute lessons

The lesson titles for "Mathematics 3":

—Mathematics Then & Now
—Words We Use
—The Number Line
—Place Value
—Mathematical Sentences
—Inequality
—Set Notation (three lessons)
—Addition (two lessons)
—Subtraction (two lessons)
—Multiplication (two lessons)
—Review of Addition, Subtraction, Multiplication
—History of Money
—Our Money
—Linear Measurement
—Measurement of Weight
—Measurement of Capacity
—The Nat'l Bureau of Standards
—Roman Numerals
—Graphs
—Sets of Points
—Plane Figures
—Perimeter, Area and Formulas
—Time
—Time Has Many Faces
—Multiplication
—Division (two lessons)
—Introduction to Fractions
—Zero and Nine

GRADE FOUR

Thirty-one, 20-minute lessons

The lesson titles for "Mathematics 4":

—Mathematics Old & New
—Mathematical Words & Terms
—The Number Line
—Place Value & Base
—Mathematical Sentences
—Set Notation (two lessons)
—Addition of Whole Numbers
—Subtraction of Whole Numbers
—Multiplication of Whole Numbers
—Operational Relationships
—Division of Whole Numbers
—Weights and Measures
—Measurement of Capacity
—Roman Numerals
—Sets of Points (two lessons)
—Plane Figures
—3-Dimensional Figures
—Two Place Multiplier
—Review of Division
—Introduction to Fractions
—Addition & Subtraction of Like Fractions
—Factors & Composite Numbers
—Prime Numbers and Divisibility Tests
—Unusual Measurements
—Time as a Measure
—Introduction to the Metric System
—The National Bureau of Standards
—Number Bases
—What Are the Chances?

GRADE FIVE

Thirty-one, 20-minute lessons

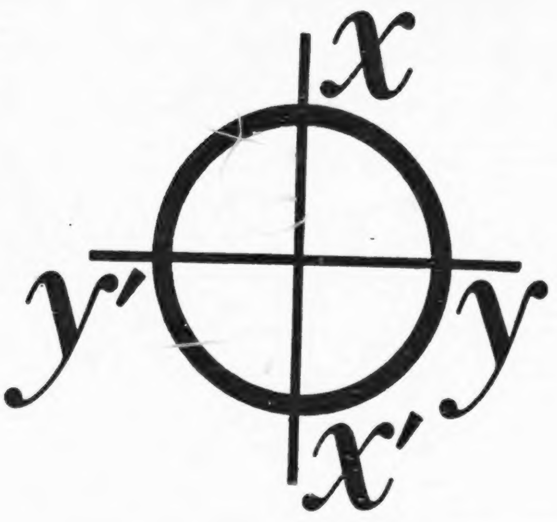
The lesson titles for "Mathematics 5":

—Our Number System and Its Origins
—The Language of Mathematics
—Place Value and the Decimal System
—Roman Numerals
—The Number Line

(CONTINUED, BOTTOM OVERLEAF)

MODERN MATHEMATICS FOR PARENTS

(for Adults)
Nine, 30-minute lessons



The lesson titles in "Modern Mathematics for Parents":

- **—What and Why**
- **—Why Begin Informal Algebra So Early?**
- **—Why Not Call Them Groups or Collections?**
- **—What If We Do Have Ten Fingers?**
- **—Why Confuse Them With Topics They Won't Use?**
- **—What's This About Subtraction "Undoing" Addition?**
- **—Just What Are These Eleven Laws of Arithmetic?**
- **—What? There Are Still Multiplication Tables?**
- **—This Is the Reason for It All and the Beginning of It All!**

Purpose of this series is to acquaint parents with a few of the outstanding features of the modern program in mathematics instruction. Terminology and symbols connected with this new type of instruction are presented and explained . . . and the why behind institution of this different teaching system is discussed.

The course is also designed to enable the parent to follow his child's work and note his progress in mathematics. And, in addition to these most obvious objectives, the series may also prove to be a departure point for the parent for further study of this subject through independent reading and activities.

We also feel safe in saying that, aside from gaining a basic understanding into the whys and wherefores of the subject, many parents will come to the realization that mathematics is indeed a fascinating and beautiful art.

Though the course was designed particularly for those parents who have not had the time or opportunity to attend special study groups in modern mathematics, the series also has potential value for teachers as an in-service program to aid them in making the transition from the traditional to modern mathematics instruction approach.

A viewer's guide and a workbook supplement accompany the course. The guide contains a brief summary, in outline form, of the topic presented in each lesson. Space is provided for making notes during the telecast presentation and a set of supplementary problems for each lesson helps to illustrate the concept under study.

Videotapes of typical lessons from the course—along with a sample copy of the viewer's guide and workbook supplement—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TEACHER: Dr. Ruth Hoffman

Produced by the Denver Public Schools at KRMA-TV

- **—Set Notation (two lessons)**
- **—Mathematical Sentences**
- **—Equations**
- **—Addition of Whole Numbers**
- **—Subtraction of Whole Numbers**
- **—Multiplication of Whole Numbers**
- **—Division of Whole Numbers**
- **—Introduction to Fractions**
- **—Estimation and Rounding-Off Numbers**
- **—Primes, Divisibility Tests & Complete Factorization**
- **—Addition of Fractions**
- **—Subtraction of Fractions**
- **—Weights & Measures (two lessons)**
- **—The National Bureau of Standards**
- **—Sets of Points (two lessons)**
- **—Area, Perimeter and Formulas**
- **—Introduction to Decimals**
- **—Decimals, Addition and Subtraction**
- **—Graphs**
- **—Estimation and Rounding-Off Numbers**
- **—Introduction to Multiplication of Fractions**
- **—Zero and Nine**
- **—Probability**

GRADE SIX

Thirty-five, 20-minute lessons

The lesson titles for "Mathematics 6":

- **—History of Our Number System**
- **—Development of Words and Terms**
- **—Number Base and Place Value**
- **—Number Line**
- **—Zero and Nine**
- **—Set Notation (two lessons)**
- **—Mathematical Sentences: Equalities and Inequalities**
- **—Addition and Its Properties**
- **—Subtraction and Its Properties**
- **—Multiplication and Its Properties**
- **—Division and Its Properties**
- **—Fractions—Another Set of Numbers**
- **—Factors and Composite Numbers**
- **—Prime Numbers and Divisibility Tests**
- **—Multiplication of Fractions**
- **—Division of Fractions**
- **—Decimal Fractions**
- **—Equations and Formulas**
- **—Directed Numbers**
- **—Addition & Subtraction with Directed Numbers**
- **—Weights and Measures (two lessons)**
- **—The Metric System**
- **—The National Bureau of Standards**
- **—Decimals—Multiplication and Division**
- **—Sets of Points—Lines, Angles & Angle Measurement**
- **—Plane and Solid Figures—Area and Volume**
- **—Circle and Circle Measurement**
- **—Ratio—Comparisons and Rate**
- **—Proportion**
- **—Per Cent**
- **—Solving Per Cent Problems by Proportion**
- **—Number Bases**
- **—Probability**

TEACHERS: Mrs. Alma Greenwood
William Thompson

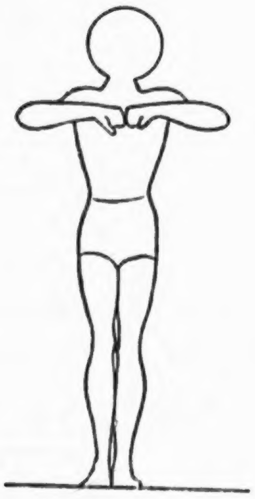
Produced by the Denver Public Schools at KRMA-TV

PHYSICAL EDUCATION

(Grades 1 and 2)
Seventeen, 15-minute lessons

(Grades 3 and 4)
Eighteen, 15-minute lessons

(Grades 5 and 6)
Thirty-six, 15-minute lessons



These three telecourses can help provide a well-rounded physical education program in the elementary school. They are designed to provide a variety of activities and games to develop the skills and physical development commensurate to each grade level.

Although the three series can establish a well-articulated program for the complete elementary level if taken in sequence, the courses may be used independently if the school desires. The first two levels are set up for every-other-week telecasts; the third course, for once-a-week screenings.

Lessons in all the courses are keyed to the seasons and special days. They provide a variety of indoor and outdoor and quiet and active games. A minimum of specialized equipment is used. The required equipment may be secured with a little ingenuity and at a negligible cost.

Typical lesson titles include:

Kickball, Throwing Games, Classroom Games, Active Games, Stunts and Tumbling, Quiet Games, Summer Games, Physical Fitness, Combatives, Small Group Games, Relays, Lead-Up Games, Hiking, Rope Jumping, Soccer Skills, Touch Football, Basketball Skills, Square Dancing, Handball, Posture, Folk Dancing, Volleyball Skills, Softball Skills, Track and Field Events.

The telecasts are demonstrations of various activities, using a regular school class as the participants. No elaborate playground equipment is used and all activities are demonstrated in an ordinary school-time setting. All activities are explained and demonstrated by the teacher.

Although designed for student viewing, the programs are also effective for in-service instruction. When telecast for student viewing, the classroom teacher uses the interval between lessons to have students repeat activities demonstrated on the previous telelesson.

The teacher's guides include complete information and directions for all activities and a number of valuable suggestions for follow-up activities.

Videotapes of typical lessons from the courses—along with sample copies of the teacher's guides—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from each of the courses are available as a part of this "no obligation" sampling service.

TEACHER: Mrs. Bonnie Gilliam   *Produced by the Columbus, Ohio, Public Schools at WOSU-TV*

NEIGHBORHOOD EXPLORERS

(for Grade 2)
Fifteen, 15-minute lessons

TV TEACHERS
GENE GRAY AND ELINOR JOHNSON

The basic objectives of this series are to instill in the child a realization that science is both a process of obtaining information as well as organizing it into a definable body of knowledge . . . and that the only contact a person has with his environment is through his senses.

Not designed to perform a total teaching job, this elementary science course supplements and enriches the regular curriculum.

A problem approach is used in achieving objectives of the course. A problem is presented at the beginning of each lesson. Evidence is introduced and the child, through a series of observations, evaluates the evidence and attempts to draw a conclusion.

A minimum of information is offered the child through the direct lecture approach. The child is instead urged to learn through observation, discrimination and synthesis of evidence.

The content of the course was not chosen because of its traditioanl nature but rather because the content stands a good chance of lying within a child's experience. Because of this, the problems he solves will make sense to him and contain personal meaning.

The lessons are not interdependent in this course. But all are of a similar format in that the process used in solving problems is incorporated into each lesson. The problem solving method thus becomes a useful tool for the child in other fields.

A teacher's guide for the course contains, for each lesson, a statement of the general significance of the subject area, a summary, and suggestions for related activities.

The lessons of "Neighborhood Explorers":

—Finding Out
—Living or Non-Living
—Making Groups of Things
—Making Things Useful
—Water Changes Things
—Changing Things
—Ice
—Snow
—Animals in Winter
—Exploring for Animals in Winter
—Telling Animals Apart
—Animal Differences
—Parts of a Plant
—Plants We Eat
—Solvinq a Problem

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

Produced by The 21-Inch Classroom, Boston, Mass., at WGBH-TV

LAND AND SEA

(for Grade 3)
Fifteen, 15-minute lessons

The lessons in this excellent series were prepared with a number of purposes in mind: to supplement a variety of science curricula by providing resources not usually available in the classroom . . . to give the child experiences with the processes and procedures in science rather than facts alone . . . and to encourage the student to search, critically observe his findings and evaluate his accumulated evidence.

Television teacher Louise McNamara makes considerable use of the questioning technique. And most programs end with "what if . . .?" questions, suggesting avenues of stimulation and interest to the student and fostering his continuing curiosity in the field.

"Land and Sea" lessons are built around the following topics: the shape, rotation and face of the earth; soil; forces that change the earth—water, wind and glaciers; rocks; mountains and volcanoes; the sea; sea animals; the edge of the sea; life and death in the sea; and the pond.

Mrs. McNamara is a graduate of Radcliffe College and took her Master's Degree from Harvard Graduate School of Education. She has been a classroom teacher, an elementary science specialist and has served as an editor of science and health textbooks in addition to being published in a number of children's magazines.

The "Land and Sea" teacher's guide offers a wealth of material and suggestions for follow-up activities. It also includes a vocabulary outline, supplementary reading references and a listing of audio-visual materials available for use with the course.

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TEACHER: Mrs. Louise McNamara

Produced by The 21-Inch Classroom, Boston, Mass., at WGBH-TV

ADVENTURES IN SCIENCE

(for Grade 5)
Fifty-two, 30-minute lessons

"Adventures in Science" is a carefully organized course employing special scientific techniques for the benefit and enrichment of fifth grade science students.

General objectives of the course are many but the educator should be alerted that the course is not meant to provide a total teaching program but rather to act as a supplementary means of enrichment. And because of the nature of this type of instruction, it is presumed the classroom teacher will be able to devote more time to the special interests of groups or individuals.

Among the general objectives of the telecourse:

—To acquaint the pupils with fundamental truths and specific subject matter in the field of science;

—To stimulate the students' interest in and curiosity about the sciences and to motivate them to respond to the program by research and experimentation;

—To develop understandings and principles through the study of scientific facts and the application of these same understandings and principles in other areas of human endeavor; and

—To encourage pupils to develop "scientific thinking" based upon logical and critical procedure.

The series is divided into four basic units—*Adventures With Living Things, Adventures in Weather, Adventures in the Universe*, and *Adventures With Energy*. Each unit consists of 12 lessons. In addition there is an "open lesson" at the conclusion of each unit to provide for review and summary.

The lessons of "Adventures in Science":

—What Are Living Things?
—Unseen Plants
—Seed Plants
—Invertebrates: Unseen Animals
—Invertebrates: Simple Animals
—Invertebrates: Jointed Animals
—Vertebrates: Fish
—Vertebrates: Amphibians
—Vertebrates: Reptiles
—Vertebrates: Birds
—Vertebrates: Mammals
—General Summary
—Culmination Program
—Weather Signs
—Our Atmosphere
—Temperature
—Air Pressure
—Wind
—Humidity
—Precipitation
—How Are Clouds Formed
—Important Cloud Formations
—Hurricanes and Tornadoes
—How You Can Forecast the Weather
—General Summary
-Culmination Program
—The Nature of Our Universe
—Constellations
—Our Solar System
—The Sun and Its Effect Upon the Earth
—Man on Mercury?
—Venus & Earth—Twin Planets
—Man on Mars?
—Jupiter & Saturn
—Uranus, Neptune & Pluto
—The Earth in Motion
—The Moon & Its Relationship to the Earth
—General Summary
—Culmination Program
—Simple Machines: The Lever
—What Is Sound?
—What Is Light?
—Static Electricity
—Magnets
—Making Electricity
—Elements of an Electric Current
—Electricity Through Wires
—Electricity Without Wires
—Space Travel Laws
—Problems of the Astronauts
—General Summary
—Culmination Program

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TEACHER: A. Edward Ooghe ***Produced by the Richmond, Va., Public Schools at WCVE-TV***

THE WORLD OF SCIENCE

(for Grade 6)
Fifty-two, 30-minute lessons

"The World of Science" takes a more specialized look at some of the material introduced in the "Adventure in Science" series. The course is again divided into four units, tightening the scope of the science fields explored initially. *The World of Geology* deals with the formation and structure of the earth, rocks and minerals and geological phenomena. *The World of Chemistry* explores chemical reaction and the atomic structure of matter. *The World of Physics* pays particular attention to different types of propulsive power and modes of transportation. *The World of Life Processes* outlines these processes as they apply to and are used by plant and human life . . . and takes a look at the various bodily systems of a human.

Teacher Edward Ooghe took his Bachelor of Arts (1954) and his Master of Arts (1963) degrees from the University of Virginia. He taught at the elementary level in 1954-55 and after a tour of duty in the U.S. Navy, was a junior high school physical education, science and mathematics teacher in Richmond, Virginia, until 1960.

That year he successfully auditioned for the Richmond Public Schools as a television teacher of elementary school science.

As in the previous course, the basic objectives of "The World of Science" are to acquaint the students with fundamental truths and specific subject matter in the field of science and, at the same time, to stimulate and motivate them to engage in an independent program of research and experimentation.

An extremely helpful study guide accompanying the course contains lesson outlines, suggested related activities, diagrams, vocabulary lists and testing forms.

TV TEACHER
A. EDWARD OOGHE

The lessons of "The World of Science":

—Formation of the Earth
—Structure of the Earth
—Oceans of the Earth
—Geological Eras
—Mountain Building
—Weathering & Erosion
—Rocks and Minerals (two lessons)
—Effects of Past Life
—The Lowlands
—Geological Phenomena
—Review and Summary
—Culmination Program
—Atomic Structure of Matter
—Molecular Theory
—Elements, Mixtures and Compounds
—Acids, Bases & Salts
—Chemical & Physical Change
—Chemical Reaction (Three lessons)
—Chemistry in the Home
—Chemistry in the Body
—Nuclear Reaction
—Review & Summary
—Culmination Program
—Solving Problems
—Electricity—Uses and Problems
—The Generator—Problems of Power
—Atomic Reactor—Problems of Control
—Problems of Volts and Amperes
—The Electric Motor
—Other Uses of Electricity in the Home
—Transportation
—The Gasoline Engine
—From Oars to Atoms
—Problems of Flight
—Review and Summary
—Culmination Program
—Life Processes in Plants
—Food-Getting by Plants
—Respiration in Plants
—Life Processes in Man
—Human Skeletal System
—Human Muscular System
—Human Digestive System
—Human Respiratory System
—Human Circulatory System
—Human Nervous System (Two Lessons)
—Review and Summary
—Culmination Program

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

Produced by Central Virginia ETV Corp., Richmond, Va., at WCVE-TV

THE SCIENCE ROOM

(for Grade 5 or 6)
Thirty-two, 20-minute lessons

TV TEACHER ROBERT CRUMPLER

This course serves as a vehicle to bring into the child's experience those things which are not likely to be found in the ordinary classroom situation—a talk and demonstrations by an insect collector, a recording of bee "talk," a live pigeon, demonstrations of atomic energy, a demonstration of the versatile laser light, and lectures by guest weather forecasters.

Content of the series is based on traditional fifth and sixth grade science curricula, covering topics in the living sciences, physics, chemistry and earth science. Although the programs are grouped into units of a similar topical content, each lesson can stand alone. Thus, the sequence of the lessons may be altered to more closely correlate with the local curriculum.

Teacher Robert Crumpler has outlined three major objectives of the course:

—To introduce to the young mind science as a discipline, to define that discipline, generate a respect for it and to encourage its continued use;

—To arouse the spirit of inquiry through discovery and to encourage the child to use his discovery as the basis for further inquiry until it becomes a habit; and

—To stimulate an interest in science, showing that it is an exciting, absorbing field of study.

Mr. Crumpler has classroom teaching experience as well as having had supervisory responsibilities in science instruction and in curriculum development for the Cleveland, Ohio Public Schools. He holds a Master's Degree from Western Reserve University in Cleveland.

A comprehensive teacher's guide offers ample suggestions for introductory activities and vocabulary as well as follow-up experiences.

Lesson topics of "The Science Room":

—Methods of Mounting & Preserving Insects
—History, Habits and Value of Bees
—Biological Control of Insects
—Chemical Control of Insects
—A Study of Trees
—Commercial Products of Trees
—Physiology of Trees
—Plant's Preparation for Winter
—Migratory Habits of Birds
—Birds Adapt to Their Needs
—Attracting and Providing for Permanent Bird Residents
—The Lever as a Machine
—The Inclined Plane and the Screw
—The Pulley
—The Wheel and Axle
—Elements and Compounds
—What Is An Atom?
—Releasing the Atom's Energy
—How Is Nuclear Energy Used?
—Static Electricity
—Current Electricity
—Commercial Uses of Electricity
—Light: Its Sources
—Light: Its Behavior
—Light: Modern Uses
—Weather: The Water Cycle
—Weather: Special Phenomena
—Weather: The Weather Station
—Soil Conservation
—Forest Conservation
—Wildlife Conservation
—Summer Science

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this 'no obligation" sampling service.

Produced by The ETV Association of Metropolitan Cleveland at WVIZ-TV

NEW DIMENSIONS IN SCIENCE

(for Grade 7)
Twenty-six, 30-minute lessons

This seventh grade series covers six units of study—astronomy, earth science, physics, chemistry, physiology and ecology.

Expressed objectives of the course are: to develop concepts through the study of facts in order to arrive at generalizations which are supported by these concepts . . . then, to raise questions that will stimulate independent research and analysis in order to reach conclusions based on student investigations.

The course is designed to help students apply generalizations, concepts and facts to the problems of daily life and, ultimately, to develop in the students a lasting interest in and curiosity about the fascinating and ever-growing world of science.

Objectives of the course are reached through developing in the students a basic understanding of the following six major generalizations, each falling in one of the six units noted above:

The earth is a small part of the universe (Astronomy); Conditions on earth have changed in the past and are changing today (Earth Science); Energy is subject to many changes (Physics); Matter is subject to many changes (Chemistry); There are many kinds of living things which carry on the same basic life processes (Physiology); and Living things are interdependent and must continually adapt to their changing environment (Ecology).

A comprehensive teacher's guide provides the classroom teacher with information on preparing material to be used in conjunction with the televiewing . . . a brief resume of the concepts to be developed . . . and many audio-visual and other instructional aids that can provide the resources for independent study and experimentation.

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

The titles of each "New Dimensions in Science" lesson (all expressed as basic concepts):

—Time and Space Are Relative Terms.
—There Are Many Kinds of Celestial Bodies in the Universe.
—All Celestial Bodies Are Governed by Certain Universal Laws.
—There Are Important Relationships Between the Earth and Other Bodies in the Universe.
—The Earth Has Changed Considerably in the Past.
—Evidence of Change in the Earth Is Found In Rocks.
—The Earth Is in a Constant State of Change Today.
—Man Can Predict with Varying Degrees of Accuracy Future Conditions on the Earth.
—There Are Many Different Forms of Energy.
—One Form of Energy Can Be Changed to Another Form of Energy.
—Every Force Is Supplied by Some Form of Energy.
—There Are Many Examples of Energy Changes in Our Environment.
—The Atom Is the Basic Structural Unit of Matter.
—Matter Can Be Changed Physically.
—Matter Can Be Changed Chemically.
—Changes in Matter Are Measured in Many Ways.
—The Basic Structural Unit of All Plants and Animals Is the Living Cell.
—All Living Things Require Certain Basic Essentials.
—All Living Things Are Engaged in Certain Basic Life Processes.
—The Means by Which the Same Life Processes Are Accomplished Will Vary from Living Thing to Living Thing.
—Plants Must Continually Adapt Themselves to Their Ever Changing Environment.
—Animals Must Continually Adapt Themselves to Their Ever Changing Environment.
—Nature Maintains a Delicate Balance Among All Living Things.
—Sometimes the Balance of Nature Is Upset.

TEACHER: A. Edward Ooghe

Produced by Central Virginia ETV Corp., Richmond, Va., at WCVE-TV

EARTH AND SPACE SCIENCE

(for Junior High Level
Forty-eight, 20-minute lessons

The rapid and continuous progress being made in this, The Age of Space, has thrown a mighty challenge to school administrators and teachers as they strive to enlarge the scope of space science education.

Such is the reason for this course which attempts to broaden the student's understanding of his physical environment. With the advent of man's wandering into space only a few short years in the past, it is of vital importance that all students know more about the earth on which they live and the realm of space to which their future lives may be increasingly oriented.

The described course is presented as a joint effort between the classroom and the television teacher. Planned to run 18 weeks (three televised and two classroom lessons per week), the classroom time is to be used for individual and group investigation, additional demonstrations and experiments, field trips, and other supplementary study.

Material covered is divided into three general areas: astronomy, geology and meteorology. Since biology, physics and chemistry are covered more fully elsewhere in the junior high science curriculum, only such content from these areas specifically necessary for explanation and demonstration are used in the telecourse.

Whereas general science attempts to cover all the realms of science in a sketchy manner, "Earth and Space Science" gives a more detailed view of the three areas it covers and demonstrates the scientific processes and approaches to problem solving.

A teacher's guide, which accompanies the course, is designed to help the classroom teacher integrate the entire program of class activities. The guide also contains bibliographic references for both student and teacher, suggested follow-up and non-telecast activities, additional experiments, unit tests and a two-week preparatory program to be used before the course actually begins.

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

The lessons of "Earth and Space Science":

—An explanation to the student that science is not a collection of isolated facts, but rather the utilization of the human mind to construct mental images or models that would aid in explaining observed phenomena in the universe.

—Development of the Ptolemaic "mental model."

—An explanation of instruments used in measuring time and motion.

—The use of triangles and the parallax effect in determining terrestrial and astronomical distances.

—Determining diameters of the sun and moon. Also an explanation of both lunar and solar eclipses and phases of the moon.

—Introduction to telescopes.

—Determination of the relative and absolute distances of the planets.

—Measurement of distances beyond the solar system using stellar parallax. Also, determination of the velocity of light.

—Description of Project Apollo (lunar probe).

—The spectroscope as a means of investigating characteristics of the visible spectrum. Also, a study of light as a form of energy.

—Means used in charting the brightness of stars. The use of light as a means of measuring distance to stars.

—Celestial navigation.

—A demonstration and exploration of the "inverse square law."

—Kepler's laws of motion and how they better describe the orbits of planets about the sun.

—Dr. Willy Ley discusses space exploration.

—The forces involved in planetary motion with emphasis on Newton's laws.

—Construction of a mental model of the universe. Also, the Doppler effect as a means of interpreting the universe.

—Dr. Sherman Shultz, instructor in astronomy at Macalester College in St. Paul, Minn., displays and explains the uses of his observatory. He also describes the construction of a reflector telescope.

—A comparison of the gross features of the earth compared with other planets of the solar system.

—Development of the chemical background necessary for an understanding of minerals and rocks. Also, an introduction to atoms and elements.

—Earthquakes and an explanation of the seismograph.

—How elements combine to form minerals.

—More mineral identification.

—Identification of rocks.

—A discussion of weathering—mechanical, chemical and organic.

—Destructive forces which change the surface of the earth—water, ice and wind.

—Dr. Schwartz discusses the geologic processes involved in the formation of the iron region of northern Minnesota—with a special emphasis on weathering as the agent responsible for concentrating the rich ores on the range.

—The results of destructive forces acting on the surface of the earth.

—Constructive forces on the earth's surface —construction and vulcanism.

—A discussion on the headward recession of water falls. Guest lecturer is Dr. George A. Thiel, retired chairman of the geology department, University of Minnesota.

—The other major constructive force—diastrophism (folding and faulting).

—A presentation of the methods by which geologists interpret the geologic history of the earth.

—Glaciers and ice sheets. Guest lecturer is Dr. John Stone of the Minnesota Geological Survey, University of Minnesota.

—An investigation of the geologic history of the earth through an interpretation of rock strata.

—Methods used in determination of the age of the earth.

—Dr. Robert E. Sloan, assistant professor of geology at the University of Minnesota, narrates a brief trip through the Chicago Museum of Natural History. He describes relationships between the landforms and existing life of a portion of the Paleozoic era and suggests reasons for succession or change.

—Changes occurring in both landforms and life during the Paleozoic and Mesozoic Eras are traced.

—The changing environment during geologic time with primary emphasis on the Cenozoic Era.

—Dr. Sloan discusses formation of the cool swamp during the Pennsylvanian Period.

—An introduction to meteorology. And a study of the construction of the earth's atmosphere.

—The reasons for temperature variations through an understanding of heat energy received from the sun. Also, a study of the transmission of heat by conduction, convection and radiation.

—Guest lecturer Dr. Ward J. Barrett, assistant professor of geography, University of Minnesota, considers the relationship between land and water masses in creating daily and seasonal changes in weather and climate. Also, a discussion of the two basic types of climate—maritime and continental.

—Changing atmospheric pressure and how it is measured.

—Wind circulation and how it relates to pressure and temperature changes.

—Guest lecturer Robert Collins, instructor in earth science at Deephaven Junior High School, Minnetonka (Minn.) Public Schools, explains the measurement of weather, types of observations made and instruments used in making observations.

—A discussion of the hydrologic cycle—evaporation, condensation and precipitation.

—The development of air masses, their sources and their motion across the surface of the earth . . . as well as the interactions of air masses upon meeting one another.

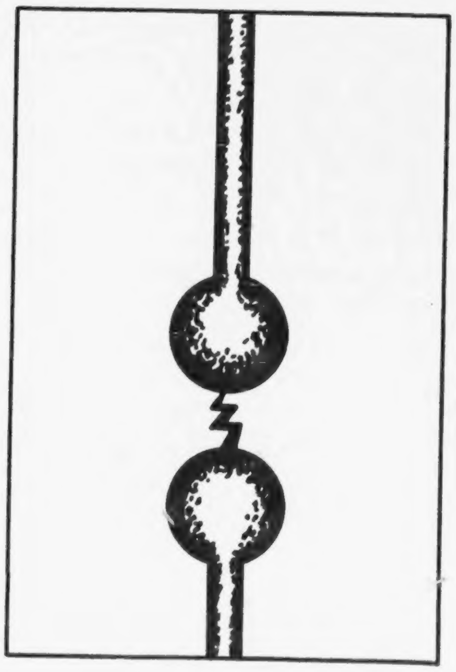
—A television weathercaster presents a standard television weather forecast . . . and the forecast is analyzed.

TEACHER: John Wells

Produced by Twin City Area ETV Corp., St. Paul, Minn., at KTCA-TV

INTRODUCTION TO BASIC ELECTRICITY

(for Secondary or Adult Levels)
Twenty, 30-minute lessons



The growing demands for specialized knowledge in electronics is challenging today's high school curriculum to supply a fundamental grasp and understanding of selected topics in the field of basic electricity.

This survey course is designed to provide such knowledge of the basic principles on which much electrical equipment works and also to provide a sound background from which the student can progress to more advanced study in specialized laboratory work, electronics, aircraft or related fields at technical or vocational schools.

In a very general sense, "Introduction to Basic Electricity" is classed as a practical high school-level physics course or as an adult-level course to upgrade proficiency.

Basic calculations in both alternating and direct current conditions are shown along with applications of various types of circuits to everyday devices.

A student workbook which accompanies the course contains bibliographic references for each lesson, a listing of simple and inexpensive experiments and suggested review questions.

The lesson titles of the course:

—Introduction to Electricity
—Magnetism and Electrostatics
—Some Sources of Electric Current
—Electrical Measurements
—Elementary Electrical Relationships
—Series Circuits
—Parallel Circuits
—Series-Parallel Circuits
—Electric Power
—Motors and Generators
—Transformer Principles
—Electrical Controls
—Introduction to Alternating Current
—Capacitance
—Inductance
—Reactance in AC Circuits
—Resonant Circuits
—Radio Frequency Resonant Circuits
—Introduction to Vacuum Tubes and Transistors
—Information Please

Videotapes of typical lessons from the course—along with a sample copy of the accompanying student workbook—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TEACHER: C. Barton Whitehouse
Produced by the Emily Griffith Opportunity School, Denver, at KRMA-TV

THE FOLLOWING DESCRIBED COURSE HAS ONLY RECENTLY BEEN ADDED TO THE OFFERINGS NOW AVAILABLE FROM GREAT PLAINS INSTRUCTIONAL TELEVISION LIBRARY AND IS THEREFORE NOT PROPERLY CLASSIFIED WITHIN THE PAGES OF THIS CATALOG.

ENGLISH COMPOSITION

(for Grades 7, 8 or 9)

Fifteen, 30-minute lessons

The teacher's guide to this writing telecourse notes that this series is actually an experience in team teaching. The television teacher makes the teaching plans and gives the presentation; the classroom teacher conducts the workshop growing out of the lesson.

The guide says: "Only when both teachers do their work intelligently—with both prethought and afterthought, with aggressiveness and persistence, with creativity and planned method—will team teaching reach its full power."

The course is divided into five lessons on description, three on narration and seven on exposition. Each lesson gives the purposes, pre-telecast activities, telecast synopsis, suggested post-telecast activities and a brief synopsis of the next television lesson.

The lessons on description deal with the development of sense impressions and the concept of mood—elements basic to good writing. The narration section outlines the purpose of a good narrative and the necessary introduction of an element of suspense in writing. The lessons on exposition offer training in writing with clarity, detail, logical order and proper transition.

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY GULF REGION EDUCATIONAL TELEVISION AFFILIATES,

HOUSTON, TEX., AT KUHT-TV

UTILIZATION
and
IN-SERVICE
PROGRAMS

CHANNELS TO LEARNING

10 programs—30 minutes each

The purpose of this series of programs is to orient teachers and administrators to the potential of instructional television and to alert them to some of the principles of effective utilization in the classroom. The series can be used by school systems, teacher training institutions, and colleges and universities to meet a variety of needs in teacher preparation and in-service training. It will meet the needs of teachers at all levels of school instruction—primary through secondary.

Although planned as a series, each program can be used singly or in any sequence in order to adapt to the particular needs of each organization using the series. A discussion leader's guide will be available for those who desire to use the materials in a workshop or in-service context.

This series is a culmination of a cooperative production study carried on under the leadership of the Great Plains Instructional Television Library. The content was determined cooperatively. Ten production centers in the Midwest each planned and produced a program for the series utilizing some of the unique resources that each could bring to such a cooperative effort. Over-all continuity and coordination was maintained by an advisory committee.

In some ways this is an experiment; in others, it is a demonstration of the most efficient use of the advantages of the television medium whereby the special resources of local organizations are pooled to provide a series of programs from which they can benefit.

The various lessons in the Channels to Learning series and the utilization material they cover:

1. TELEVISION: IMPLICATIONS FOR INSTRUCTION delineates reasons why television and other modern media have come onto the educational scene, and the impact they are having on educational programs at all levels.
2. TELEVISION: A POTENT MEDIUM explains how television can provide a number of instructional experiences. Also, the advantages of the medium such as magnifying objects, spanning time and distance, presenting experts, and its timelessness. Limitations of the medium are also discussed.

3. TELEVISION: EFFECTIVE INSTRUCTION reviews examples of research which have proved the effectiveness of television for instruction both with teachers and with students in changing attitudes as well as in presenting facts.

4. TELEVISION: THE PROFESSIONAL TEAM deals with the steps in planning an instructional series; the people who make up the total team; and the roles of the various members—curriculum experts, school principals, classroom teachers, television teachers, producers, directors, and supporting staff members.

5. TELEVISION: PREPARING THE LESSON describes some of the work of a studio teacher in preparing for a telecast lesson.

6. TELEVISION: VIEWING CONDITIONS explains the proper adjustment of a television set, both electrically and physically, in order to create the best learning situation as far as the physical aspects of the room and the comfort of the students are concerned.

7. TELEVISION: PREPARING STUDENTS illustrates principles of adequate preparation—both student and teacher—for improved results from the use of the televised lesson. The program provides a basis for group discussion of possible techniques for classroom practices.

8. TELEVISION: USING THE LESSON discusses the role of the classroom teacher during the telecast. Suggestions are made about note-taking, assisting students in acquiring listening and viewing skills, assuming optimum learning situations dealing with unavoidable interruptions and other distractions.

9. TELEVISION: FOLLOWING-UP THE LESSON presents examples of actual techniques that teachers have used for follow-up of telecasts. These are not presented as the final answer but merely as suggested activities that illustrate general principles to follow.

10. TELEVISION: A BROADER LOOK discusses the many and varied resources that are available through television, both educational and commercial, and how they may be used to enrich the classroom experiences of students.

This series is available on either videotape or kinescope for rental, and individual lesson kinescopes may be purchased. Broadcast rights can be obtained, however the most effective use of these materials has been demonstrated to be through direct classroom projection where the discussion leader is in full control of the activity. Individual programs are structured to be "open-ended" which lead naturally into a discussion situation. This is one of the unique values of the series—that each program stimulates discussion and encourages involvement of the teachers in making their own decisions rather than disseminating sterile platitudes.

Write to the Great Plains Instructional Television Library for complete information about the availability of this series, and for preview materials.

HERE ARE FIVE OTHER PRESENTATIONS DEALING WITH EFFECTIVE ITV UTILIZATION. THEY ARE ALSO AVAILABLE FROM GREAT PLAINS INSTRUCTIONAL TELEVISION LIBRARY.

THE ROLE OF THE CLASSROOM TEACHER

A panel discussion in which a secondary teacher and an elementary teacher describe their new role as a receiving teacher utilizing television. They discuss the changes that have been necessary, both in their daily preparations, and in the daily classroom program, especially at the elementary level. The elementary teacher demonstrates how she not only changes her daily program, but also changes the students' schedules in order to get the greatest value from all lessons available via television. Her realistic approach to providing a workable arrangement of her classroom schedule, and her very "positive" attitude toward the benefits to be derived from using instructional television should encourage any classroom teacher to plan for the same kind of effective use of TV in her classroom.

Available only as a rental kinescope. Running time: 30 minutes.

THE SECOND CLASSROOM

A general orientation program in which the host, Janis Lynch, discusses the contribution that instructional television can make to the educational program of a school. Using excerpts from various programs, different types of lessons are used to illustrate some of these contributions.

The program would be very useful for a general orientation of local ETV groups or for an in-service application to alert teachers to the various types of programming possible through television.

Available only as a rental kinescope. Running time: 25 minutes.

DISCOVERING DISCOVERY

This gives a step-by-step description of the planning, preparation, and production of a program from the NET series "Discovery" that is televised regularly over many ETV stations. The many facets of the studio operations and the production departments are described, and the way in which they all must coordinate in order to contribute to a successful television lesson is clearly illustrated.

This program can be used with the general public and beginning studio teachers to give general information about programming techniques and planning procedures employed in instructional television; and with classroom teachers to illustrate the "behind-the-scenes" activities that go into a television lesson.

Available only as a rental kinescope. Running time: 30 minutes.

TV IN THE CLASSROOM

This introductory lesson for a classroom series is directed primarily to teachers to explain the unique function of instructional television. Mr. Fischbeck illustrates, for example, how close-ups can enlarge images so that all students can get a good view of experiments; how, with specialized equipment, certain experiments can be used on television that could not be performed in the average classroom; how "supers" can clarify spelling of words and understanding of concepts; how the intimacy of television gives eye contact not possible in the traditional classroom; how visuals can be used to advantage; and many other examples.

The television teacher emphasizes the value of preparation for the telecast—preparation of the teacher through study based on the course teacher's guides, and preparation of the students in order that they will have proper orientation and vocabulary background to benefit from the television lesson—and of follow-up after the telecast to reinforce the concepts presented by the television teacher. He also stresses the "team" relationship between classroom teacher and studio teacher.

This is not the traditional lecture type of presentation. Mr. Fischbeck introduces a generous amount of humor and satire into his remarks which challenges the teacher to an introspection of present teaching practices—whether with or without television—and brings to them a desire to utilize the newer media in a more effective manner. Although this program is directly related to a general science series, the principles presented have equal applicability to other subject matter areas.

This kinescope is available for either rental or purchase. Running time: 28 min. (Produced by KNME-TV)

THE STUDIO TEACHER

This two-part lesson explains in simple, non-technical language the equipment and operations that are employed in the production of an instructional television lesson. The host, Mr. Hazen Schumacher, associate director of TV at the University of Michigan, describes the functions of such items as microphones, lights, cameras; describes the duties of various studio personnel, and explains some successful techniques for the use of various visual aids that are available to the studio teacher. Teaching techniques employing the chalkboard and its variations, pictures and slides, motion picture film, models, "real things", and various graphics are described and illustrated.

The program has strong application in the training of new "on camera" teachers or of informing classroom teachers of the preparation and processes necessary to produce a televised lesson. This program could also be used to help orient groups that are preparing a new series, or to help the general public understand operations in televised teaching. In fact, the program may be used in any situation where you desire to give a quick background of the activities involved prior to and during a televised lesson.

Prints are available on a rental or purchase basis. Running time: 47 minutes.

(Produced under the sponsorship of the Ford Foundation)

PRECEDING PAGE BLANK- NOT FILMED

AN INSTRUCTIONAL TELEVISION MILESTONE for HIGHER EDUCATION

What can be termed a significant breakthrough in the field of instructional television at the college level is outlined in the following pages of the 1967 Great Plains catalog of recorded ITV courses. For in this section are contained descriptions of 31 college level courses—produced by Chicago's TV College—now available for distribution through GPITL.

Not only is this the largest grouping of college level ITV courses ever offered for use by educational institutions throughout the country but, as an adjunct to the acquisition arrangement, Chicago's TV College has agreed to grant college hour-credits to users of the course who may not be affiliated with a degree-giving institution.

Each of the Chicago telecourses contains thirty, 45-minute lessons. Most of them are first and second year courses. As is the case with other videotaped courses offered through GPITL, users of the courses would pay duplication and service fees plus a fee for the right to use the series. The basic fee provides for a one week use privilege by the using organization. It should be noted, however, in regard to the Chicago courses, that a few of them contain commercial film segments which would necessitate clearance by the individual institution using the course. This, of course, would involve additional cost. Complete pricing information may be obtained by contacting Great Plains Library.

For those who might use the courses and are not affiliated with a credit-giving educational institution—and who wish to receive credit through Chicago's TV College—the student cost would be a $5 registration fee plus $19.50 per credit hour taken. This figure includes the cost of a comprehensive study guide which accompanies each course. Also, in the case of taking the course for credit with TV College, registration forms and information would be supplied by TV College but with the actual registration procedure under local control. A student must be a high school graduate to take any of the Chicago courses . . . or, if he is 19 years of age or over and not a high school graduate, he will be registered as a student at large. After such a student has successfully completed at least 15 hours of study and maintained at least a C average, he will be accepted as a regular student. Also, in the case of students working for Chicago credit hours, regular section teachers from the TV College would be assigned, to whom the student would send his mail assignments and examinations.

The Chicago courses may also be taken on a non-credit basis. The registration fee, in this event, would be $1 per course. A study guide would be furnished.

Chicago's TV College has had a remarkable record of acceptance and success since its inception in 1956. More than 100,000 persons have registered for more than 150,000 courses since that time—and more than 75 per cent of the registrants have completed their course work. The College has received numerous requests over the years for permission to use its recorded television courses. A committee of the American Council on Education recently recommended that "provision should be made for the widest possible use" of recorded instructional programs.

Hymen M. Chausow, dean of Chicago's TV College, notes that by sharing its videotaped TV courses with schools lacking resources in certain academic areas, the Chicago school is providing a service to the national educational community at a time when educational facilities are undergoing considerable strain.

Great Plains Instructional Television Library is indeed proud of its role in this history-making venture. We invite your perusal of the catalog course descriptions. As is the case with all other GPITL-offered courses, randomly-selected preview lessons from the course are available to interested users. There is no charge for this service.

Please direct all additional information inquiries regarding the courses directly to Great Plains Library.

COURSES FROM CHICAGO TV COLLEGE CONTAINING FILM WHICH WILL NECESSITATE CLEARANCE BY THE INDIVIDUAL INSTITUTION USING THE COURSE

Course	Lesson Number	Title of Film	Producer	Running Time
Marketing	2	Creative Man in the Marketing Machinery	Leo-Burnett Agency	13:30
Amer. Public School		Education in America		
	7	17/18 Century	Coronet Films	15:38
	16	19th Century	Coronet Films	15:53
	26	20th Century	Coronet Films	15:16
Philosophy of Education		Education in America		
	1	17/18 Century	Coronet Films	15:38
	1	19th Century	Coronet Films	15:53
	2	20th Century	Coronet Films	15:16
	8	Brotherhood of Man	Britannica Films	10:37
	13	Feeling of Hostility	Natl. Film Bd. Canada	25:25
	20	Nigeria: New Nation	British Info. Serv.	9:00
	25	Man and His Culture	Britannica Films	14:29
	29	The Challenge of Ideas	U. S. Army	30:20
Humanities (2nd Crse.)	1	Oriental Brushwork	E. B. F.	15:49
Fundamentals of Math	22	Volume and Its Measurement	Coronet Films	11:00
	23	Similar Triangles	Knowledge Builder Films	12:55
	24	Arcs and Angles	Knowledge Builder Films	13:04
	25	Locus	Knowledge Builder Films	8:15
College Algebra	9	Rectilinear Coordinates	Knowledge Builder Films	7:10
Physical Science (1st Crse.)	1	Scientific Method	Coronet Films	11:00
	10	The Earth Changes in Its Surface	Coronet Films	10:47
	12	Prehistoric Times: The World Before Man	Coronet Films	10:19
	15	Weather, Why It Changes	Coronet Films	9:49
	16	Weather, Understanding Storms	Coronet Films	10:38
	24	The Sun and How It Affects Us	Coronet Films	10:17
	26	Velocity & Acceleration	Coronet Films	12:20
	27	Force and Motion	Coronet Films	10:30
	7	The Great Lakes and How They Were Formed	Britannica Films	10:47
	28	Galileo's Laws of Falling Bodies	Britannica Films	5:43
	30	Earths Satellites: The Explorers of Outer Space	Britannica Films	16:15
Nat'l Government	27	Presidents Powers Contested	McGraw-Hill	29:14
Spanish	3-7	Film Clips	Univ. of So. Calif.	(Various—no more than 3 minutes)
	9	Film Clips	Univ. of So. Calif.	
	10	The Sounds of Language	Teaching Films Custodians Inc.	
	11	Film Clips	Univ. of So. Calif.	"
	12	Film Clips	Univ. of So. Calif.	"
	15, 16, 17	Film Clips	Univ. of So. Calif.	"
	19, 21, 22	Film Clips	Univ. of So. Calif.	"
	24, 25, 26	Film Clips	Univ. of So. Calif.	"

RECORDED
INSTRUCTIONAL
TELEVISION
COURSES
for the
COLLEGE
LEVEL

ALL COURSES LISTED IN THIS SECTION OF THE CATALOG ARE AVAILABLE ON BOTH QUADRAPLEX AND HELICAL SCAN VIDEO TAPE

GREGG SHORTHAND

Thirty, 45-minute lessons
Four Credit Hours

This course, which incorporates basic modifications in Gregg Shorthand introduced in the Diamond Jubilee Series of 1963, presents a complete review of Gregg theory.

Thus, the beginner is provided with a solid foundation on which to build the skills needed for high-speed, new-material dictation and transcription . . . and the experienced writer is provided an opportuntiy to review and add to his skill.

The study guide which accompanies the course contains extensive instructions on preparation for and actual viewing of the telelesson plus tips on post-TV practice procedures.

An outline of practice procedures draws attention to eight specific areas: word lists, brief forms and phrases, reading and writing practice, business vocabulary builder, similar words drill, punctuation, spelling and supplementary material.

Shorthand is a useful tool in the modern world. Mastery of it places the young man entering business in a strategic position close to the administrative center of an organization. The young woman who has become proficient in it can select a career from a variety of choice employment opportunities.

The busy executive who must crowd the preparation of speeches and reports into a tight schedule finds shorthand a great time-saver. And skill in shorthand enables the college student to preserve quickly the content of lectures and readings.

TV TEACHER RUTH B. PIETTE, who holds a Master of Arts degree from the University of Chicago, has 22 years teaching experience and is the author of the study guide which accompanies this course. Professor Piette has also authored a number of articles in professional journals which deal with the teaching of shorthand by television. She has studied the shorthand instruction methods of Anne Brewington, University of Chicago (direct method), and Agnes E. Osborne of Columbia University Teachers College. Mrs. Piette spent four years as a private secretary and, in recent years, has undertaken summer stenographic employment in a variety of offices, including five weeks with Continental Illinois Bank while taking a work-cooperative course at the University of Illinois.

AN OUTLINE OF THE COURSE: Lesson Topics

1. Introduction; phonetic spelling; s-z,f,v,a,e, n,m,t,a; reading sentences.
2. O,r,l,h,-ing; long i; omission of minor vowels.
3. Brief forms; phrases; left s-z; p,b.
4. Sh,ch,j,oo,k, hard g.
5. Three sounds of a and e; th; reading and writing letters; recall charts.
6. Three sounds of o; six common business salutations and closings; vocabulary building; word ending -ly; amounts and quantities; brief form letters.
7. Word endings -tion,-cient,-ciency,-tial; to before down stroke; nd,nt blends; ses.
8. Rd,ld; been and able in phrases.
9. Three sounds of oo; w,sw beginnings.
10. Wh,w within a word; ted,ded,det,dit.
11. Brief form derivatives; ending -ble; beginning re,-oi dipthong; men,mem blends; beginning be-.
12. Per-,pur-de-,di-beginnings; similar words drill. Reading scoreboard.
13. U; -ment ending.
14. Ow, -tner ending; con-,com- beginnings.
15. Den-ten-tain blend.
16. Dem-tem blend; six salutations and closings; blends in phrasing; days of the week; months of the year.
17. Over; def-dif, div-dev blend; oo for u.
18. Under; cities and states; special business phrases, vowel following i; ia-ea; in-,en-, un- beginnings.
19. Ng,ngk; omission of vowel preceding -tion.
20. Ah,aw,y,x; omission of short u.
21. Word beginnings ex-; md-mt blend; -ful ending.
22. Word endings -ure,-ual; punctuation practice; syllabication of spelling words; word ending -ily; word beginnings al-,mis-,dis-des. Daily use of shorthand.
23. Word beginnings for-fore-fur; ago in phrases.
24. Want in phrases; omission of r; word endings -cal,-cle; beginnings inter-,intr-, enter-,entr-; ending -ings omission of words in phrases.
25. Word ending -ingly; beginnings im-,em-; omission of minor vowel.
26. Word ending -snip; beginning sub-, hook and circle joinings; endings -rity,-lity-lty; self and -selves.
27. Abbreviations: -tribute,-quent,-quire, -titute,-titude word families. Abbreviation of individual words; word beginning trans-; ending -ification.
28. Ulate,ulation endings; post-, super- beginnings.
29. Sume,-sumption endings; self-, circum- beginnings; -hood,-ward endings; oo for ul; quantities and amounts; spelling families.
30. Gram ending; electric-,electr- beginnings; compounds; intersection; common geographical terminations.

TEXTBOOKS:

1. Gregg, Leslie and Zoubek. Gregg Shorthand, Diamond Jubilee Series. Text ed. McGraw-Hill, 1963.
2. Student's Transcript for Gregg Shorthand. Diamond Jubilee Series.
3. Workbook for Gregg Shorthand. Diamond Jubilee Series.

SUPPLIES:

1. Stenographer's Notebook (Gregg-ruled and spiral-topped).
2. Fountain pen or good-quality ballpoint.

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

BUSINESS LAW

Thirty, 45-minute lessons
Three Credit Hours

TV TEACHER JOHN T. KEEFE
Assistant Professor, Business Law
Chicago City College
J.D., University of Chicago

Acquaintance with the rules and regulations affecting business and its conduct is profitable to the student in far more than the strict commercial sense. In his day-to-day affairs, the student encounters situations governed by laws. He is, or will be, a buyer and seller of such things as cars, homes and household appliances.

This course is designed to give the student a basic knowledge of business law which will make him a more intelligent consumer or seller by enabling him to protect himself against misleading contracts and to recognize what his rights and liabilities are in various business transactions.

And, above all—a better understanding of legal fundamentals will encourage him to solicit professional counsel and assistance in certain circumstances.

Stated objectives of the course are:

—To develop an understanding of the nature of laws and legal systems;

—To develop an understanding of the fundamental concepts and principles of Business Law;

—To achieve a detailed knowledge of the operation of United States laws dealing with the formation and enforcement of contracts, business representation and employment relations;

—To develop the ability to recognize the appropriate action to take in a variety of business situations;

—To develop an appreciation of one's own limitations in dealing with business law situations and to learn when a problem requires professional advice or attention; and

—To develop critical thinking ability in dealing with legal problems in business.

OUTLINE OF COURSE: Units and Lessons

UNIT I: LAW—HISTORICAL ORIGINS
1. **Outline of course—Methods of legal analysis**
2. **Legal systems**
3. **Historical development of American law**

UNIT II: LEGAL ADMINISTRATION
4. **Kinds of law in the American system**
5. **Court procedure and the law of business**

UNIT III: CONTRACTS
6. **Contracts—Introduction**
7. **Offer and acceptance—I**
8. **Offer and acceptance—II**
9. **Consideration**
10. **Legality**
11. **Fraud, Accident, Mistake**
12. **Competency of parties**
13. **Formality—Statute of Frauds**
14. **Parol Evidence Rule**
15. **Assignment and delegation**
16. **Discharge of contractual obligations**
17. **Remedies for non-performance**
18. **Review of contracts**

UNIT IV: AGENCY (THE LAW OF BUSINESS REPRESENTATION)
19. **Agency—Nature and creation**
20. **Extent of authority**
21. **Duties and liabilities—agent to principal**
22. **Duties and liabilities—Principal to agent**
23. **Duties and liabilities—third parties to agent**
24. **Duties and liabilities—third parties to principal**
25. **Termination of agency**
26. **Review of agency**

UNIT V: EMPLOYMENT
27. **Historical background and common law**
28. **Legislation affecting employment relationship**
29. **Collective bargaining and labor contracts**
30. **General review**

TEXTBOOK:
Anderson and Kumpf, Business Law, **7th edition, Southwestern, 1964.**

Videotapes of typical lessons from the course—along with a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

MARKETING

Thirty, 45-minute lessons
Three Credit Hours

Marketing is important in the life of every citizen in a society as "consumer-oriented" as our own. This course examines the principles underlying the science of marketing as well as the factors that lead to changes in a field marked by "high volatility."

Specific objectives of the course:

—To develop an understanding of the basic principles and concepts of the various areas of marketing;

—To instill an understanding of how marketing is related to the over-all business economy and the consequent interdependency of marketing and the business economy;

—To develop an understanding of marketing as a dynamic element of business and the role it plays as an "energizer" in our economy;

—To develop the ability to apply marketing concepts to specific situations;

—To develop the ability to apply the principles of marketing to increase personal buying satisfaction; and

—To develop an appreciation of the need for serious study of marketing from a professional point of view, realizing that marketing properly approached and executed can be professional and highly rewarding.

A study guide which accompanies the course contains a session-by-session listing of the lesson topics with appropriate reading assignments. It also supplies recommendations for supplementary reading designed to expand the student's acquaintance with the subjects covered.

The course was originated on the premise that the welfare of a nation such as ours depends in great part upon the efficient marketing of goods and services. Marketing efficiency, in turn, increases as the skills of both consumers and marketing personnel increase.

Videotapes of typical lessons from the course—along with a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TV TEACHER ERIC S. STEIN is an associate professor in merchandising at Chicago City College. He holds a Master of Arts degree from New York University and has been teaching for the past 12 years. The author of a number of articles appearing in marketing and educational magazines, Mr. Stein also wrote the 95-page study guide which accompanies this course. Currently chairman of the Careers Development Committee of the American Marketing Association, he is the co-editor of the soon-to-be published *Careers in Marketing*, a booklet to be distributed by the American Marketing Association. Since 1960, Professor Stein has served as a marketing consultant to a number of firms, including the Borg Warner Corp. and the Illinois Bell Telephone Co. He has also conducted in-plant seminars for managers and supervisors at various business firms and has made a comparison study of TV vs. campus teaching in the marketing education field. Prior to his teaching career, Prof. Stein had work experience in the personnel, buying and credit departments of several large department stores.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: MARKETING IN OUR ECONOMY

1. **Who Needs Marketing?**
2. **The Marketing Master Plan**
3. **Does Marketing Cost Too Much?**

UNIT II: MARKETING IS CONSUMER ORIENTED

4. **Out of the Darkness—Market Research Discussion**
   Guests: Mr. R. F. Elrick, Elrick & Lavidge, Inc., Chicago.
   Mr. David Hardin, Pres., Market Facts, Inc., Chicago.
   Dr. Dik Twedt, Market Research Dir., Oscar Meyer Co., Milwaukee.
   Mr. Cy Young, Research Dir., Wilson Co., Chicago.
5. **Where Are Firms Going and Why? Economic Short and Long Term Forecasts**
6. **The Marketing Test Tube—Test Marketing**
   Guest: Mr. H. E. Nickelsen, Exec. V.P., A. C. Nielsen Co., Chicago.
7. **What is the Consumer Really Like? Consumer Motivation Discussion**
   Guests: Dr. Seymour Banks, V.P., Leo Burnett Co., Chicago.
   Dr. Louis Cheskin, Pres., Louis Cheskin & Associates, Chicago.
   Dr. Burleigh Gardner, Pres., Social Research, Inc., Chicago.
   Dr. Ernest Dichter, Pres., Institute for Motivational Research, N. Y.
8. **People: Millions, Money & Make-up-Analysis of Population & Income**
9. **International Customers**
   Guest: Prof. R. E. Weigand, Chairman, Marketing Dept., De Paul University

UNIT III: THE PRODUCT

10. **The Product, Its Role in the Total Marketing Program**
    Guest: Mr. James Bannon, V.P., Booz Allen & Hamilton, Chicago.
11. **Product Policies—Packaging & Branding**
    Guest: Mrs. Sarah Lee Gerrish, Midwest Editor, Modern Packaging Magazine, N.Y.
12. **Product Policies—Labeling, Standards & Warranties**
13. **Industrial Products**
    Guest: Prof. Edward Gordon, Chairman, Marketing Dept., Roosevelt University
14. **Product Case Analysis**
    Guest: Five leading marketing practitioners who analyze a real marketing situation involving a product decision.

UNIT IV: THE PLACE

15. **The Place—Its Role in the Total Marketing Program**
16. **Selection of the Channel of Distribution—Place Policies**
17. **Wholesaling**
    Guests: Panel of four wholesaling experts
18. **Retailing**
19. **Physical Distribution**
    Guest Instructor: Mr. Ernest Jaski, CCJC.
20. **Place Case Analysis**
    Guests: Five leading marketing practitioners analyzing a real marketing situation.

UNIT V: THE PRICE

21. **The Price—Its Role in the Total Marketing Program**
    Guest: Professor D. Forbush, formerly of Northwestern Univ.
22. **How is the Price Determined?**
23. **Legislation and Pricing**
    Guest. Mr. Carl Dalke, Pres., Chicago Better Business Bureau
24. **Price Policies**
25. **Price Case Analysis**
    Guests: Five leading marketing practitioners analyzing a real marketing situation.

UNIT VI: THE PROMOTION

26. **The Promotion—Its Role in the Total Marketing Program**
    Guest: Mr. Edward Marsalek, Chief Bureau of Consumer Fraud, Chicago.
27. **The Promotional Campaign**
    Guests: Ad agency representatives will present a campaign.
28. **Nothing Happens Until It Is Sold!—Salesmanship**
    Guest: Henry Porter, Exec. Secretary, Nat'l Society for Sales Training Executives and Univ. of Chicago (Industrial Relations Center)
29. **Sales Management**
30. **Marketing: Its Past, Present and Future**

TEXTBOOKS:

McCarthy, Jerome E. Basic Marketing. **Rev. ed. Richard D. Irwin Inc., 1964.**

Packard, Vance. The Waste Makers. **Paper. Pocket Books Inc.: Giant Cardinal Edition (GC 612).**

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

DATA PROCESSING

Thirty, 45-minute lessons
Three Credit Hours
(Graduate Credit also)

This course, produced by Chicago's TV College (a pioneer in the development of credit courses in data processing), covers introductory concepts in the broad field of data processing—fundamentals, equipment, programming and applications.

The course emphasizes the development of machine processable forms of recording data, and the manner in which this data is manipulated by electro-mechanical and electronic devices. It concludes with an overview of some of the current applications of data processing.

In its presentation, a variety of visual techniques is used to supplement the classroom lecture. Films and visuals of data processing concepts, equipment and installations are utilized to illustrate significant points in the telelesson.

The course has a two-fold objective:

—To present an overview of data processing and computer concepts as an area of general knowledge for the informed individual; and

—To present an introduction which might serve as the first step toward a career in the area of data processing.

. The computer now schedules our children in school, issues our paychecks and, once a year, casts a mechanical eye on our income tax return.

Can any responsible citizen afford to ignore the area of data processing? With the ever-increasing demand for quicker and more efficient ways of manipulating and interpreting the staggering volume of data required to keep complex governmental, educational, scientific and business enterprises functioning smoothly, methods of automatic data processing have become the object of intensive study and application.

All these findings form the basis for this concise yet all-encompassing telecourse.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: THE FIELD OF DATA PROCESSING

1. **Introduction**
2. **History of Automatic Data Processing.**
3. **Data Processing and Unit Record Principles.**

UNIT II: UNIT RECORD DATA PROCESSING

4. **The Keypunch; The Verifier.**
5. **The Sorter.**
6. **The Collator.**
7. **The Reproducer; The Interpreter.**
8. **The Calculator; The Accounting Machine.**
9. **Case Study and Review.**

UNIT III: COMPUTER DATA PROCESSING

10. **Introduction and History of Electronic Data Processing.**
11. **The Stored Program Concept.**
12. **Memory—Primary.**
13. **Input/Output.**
14. **Memory—Secondary and Input/Output.**
15. **Central Processing Unit; Arithmetic; Logic.**
16. **Central Processing Unit; Control; The Instruction.**

UNIT IV. PROGRAMMING

17. **Introduction to Programming; Flowcharting.**
18. **The IDPAC Computer.**
19. **Machine Language Programming.**
20. **Machine Language Programming—Assembler Concepts.**
21. **Assembler Programming.**
22. **Compiler Programming—Cobol.**
23. **Compiler Programming—Fortran.**

TV TEACHERS PETER D. ABRAMS AND WALTER CORVINE—Dr. Abrams (not pictured) is associate professor of education at No. Illinois University and Professor Corvine is director of computer sciences at Illinois Teachers College: Chicago—South. The two are authors of a new text, *Basic Data Processing* (Holt, Rinehart and Winston, Inc.) 1966 . . . and are currently under contract to HR&W for a number of other texts and manuals related to the field. Dr. Abrams took his Ph.D. from Illinois Institute of Technology and has been teaching for five years. He was formerly co-director of data processing and assistant professor in psychology at Illinois Teachers College: Chicago—North. Dr. Abrams has acted as consultant in data processing and data processing curricula to Chicago City College, the Chicago Public High Schools and the Chicago Bureau of Data Processing. Prof. Corvine (see cut) has also acted as consultant in his specialty at a number of Illinois institutions of higher education and has been involved in data processing curriculum development and implementation for the Chicago Public High Schools, Chicago City Junior College and Illinois Teachers College. He holds an M.A. degree from DePaul University in Chicago and has been teaching for eight years. Professor Corvine has programming experience in a number of computer languages and systems and has system analysis and design experience in a wide range of data processing applications.

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24. **Advanced Programming Techniques.**
25. **Systems Analysis and Design.**

UNIT V: APPLICATIONS, IMPLICATIONS, AND THE FUTURE OF DATA PROCESSING

26. **Field Trip.**
27. **Applications: Business and Public Service.**
28. **Applications: Mathematical and Scientific.**
29. **Implications.**
30. **Review and a Glance into the Future.**

TEXTBOOKS:

All students must purchase:

Awad, Elias M. Data Processing **Prentice-Hall, 1965.**

Graduate students must purchase in addition

Desmond, William H. Computers and Their Uses **Prentice-Hall, 1964.**

Videotapes of typical lessons from the course—along with a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

AMERICAN PUBLIC SCHOOL

Thirty, 45-minute lessons
Three Credit Hours

TV Teacher:
Dr. Armin Hoesch

Education may be thought of as the process whereby experience is so organized as to lead to emotional, intellectual and social maturity. It is a process vital to American society—so vital, in fact, that the State of Illinois requires that all its teachers in the public schools take this course, or a similar one, to understand more fully the organization, development, programs, purposes and principles of public education in America.

Basic issues in the current educational scene are identified and described within the context of their historical development. The prospective teacher will be better enabled to cope with contemporary situations if he realizes that most of the difficulties he will meet in the classroom and in the school are not new and that his colleagues, both past and present, have coped with similar problems.

The course has six stated objectives:

—To understand the organizational structure of the American school, within the institution itself and in relation to the rest of society;

—To recognize and understand the important issues in American education and their significance;

—To view historically the issues and problems of American education in order that a greater perspective of these issues and their development may be obtained;

—To gain an appreciation of the problems of others associated with the school—colleagues, administrators and, most importantly, the students . . . and to recognize that the total organization is maintained for only one purpose—the pupil and his relationships;

—To understand types of schools which have been established in order to meet the demands of a changing American society; and

—To view and appreciate concepts of education, not only in historical perspective, but as philosophical forces which are often in opposition to each other and to current practice.

Videotapes of typical lessons from the course—along with a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: INTRODUCTION

1. **Modern Education in Perspective**
   Basic Questions in Education

UNIT II: ORGANIZATION OF AMERICAN EDUCATION IN GOVERNMENT

2. **The Government's Role in Education**
3. **District, State, and Federal Organization**
4. **Federal Aid to Education**
5. **Relation of Church and State**
6. **In Perspective: Education in the American Colonies**

UNIT III: ORGANIZATION OF AMERICAN EDUCATION IN THE SCHOOL

7. **What to Teach—Curriculum Development**
8. **Types of Schools**
9. **Organizing the School's program**
10. **Inter-relation of Administration and Function**
11. **Organizing the classroom**
12. **Preparing the Teacher**

UNIT IV: THE SCHOOL IN AMERICAN SOCIETY

13. **The Relations of the School and Society**
14. **Social Changes in Eighteenth Century America**
15. **In Perspective: Establishment of Public School Systems**
16. **In Perspective: The Development of the Common School**
17. **In Perspective: American Education from 1860 to 1900**
18. **Progressivism in American Education**

UNIT V: OTHER ISSUES IN AMERICAN EDUCATION

19. **Technology in Education**
20. **Purposes in Education**
21. **Team Teaching**
22. **The Culturally Disadvantaged Child**
23. **The Courts and Public Schools**
24. **Racial Integration and the Schools**

UNIT VI: TWENTIETH CENTURY SCHOOLS

25. **Elementary Schools**
26. **Secondary Schools**
27. **Higher Education**
28. **International Relationships and American Schools**

UNIT VII: CONCLUSION

29. **Prospects for Future Teachers**
30. **From Perspective to Progress**

TEXTBOOKS:

Edwards and Richey. The School in the American Social Order. **2nd edition. Geneva Illinois: Houghton Mifflin Company, 1963.**

Ehlers and Lee. Crucial Issues in Education. **3rd edition. Paper. Holt, Rinehart & Winston, 1964.**

RECOMMENDED BUT NOT REQUIRED:

Campbell, R. L., Cunningham, and R. McPhee. The Organization and Control of American Schools. **Charles E. Merrill, 1965.**

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

EDUCATIONAL PSYCHOLOGY

Thirty, 45-minute lessons
Three Credit Hours

In this course, the student views the child as a learner on the road to maturity.

The series focuses first on the learning process in the child as a subject for scientific investigation; second, on the tools of investigation provided by modern psychology; and third, on the qualities desirable in those to whom the teaching of the child is entrusted.

The course has a developmental emphasis throughout and is oriented in particular both to the needs of the child and to the forces which motivate him to learn and adjust.

In brief summary—"Educational Psychology" surveys the maturing child. It accomplishes this by examining forces that affect the child's learning and adjustments and by showing how the methods of psychology can be used to evaluate an educational program.

The course is oriented toward the needs of children and their development but, because the teacher's role is so important to the wholesome development of the child, attention is also given to the teacher's mental health and professional growth.

Designed for undergraduates intending to become teachers, the course presents fundamental principles from the specialized areas of psychology, a knowledge considered to underlie effectiveness in teaching. The course also provides a practical review of current research and developments in the field of educational psychology.

Parents may also find in the presentation many insights into the development, adjustments and learning processes of their children.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: APPLIED PSYCHOLOGY

1. **Various Fields of Psychology and the Teacher**

UNIT II: GROWTH AND DEVELOPMENT

2. **The Biological and Social Bases of Behavior**
3. **Physical and Sensory Defects**
4. **Growth and Development During Childhood**
5. **Mental Development**
6. **The Adolescent Years**
7. **Mental Growth During Adolescence**
8. **Adolescent Delinquency**

UNIT III: LEARNING

9. **An Orientation to Learning**
10. **Readiness and Individual Differences in Learning**
11. **Motivation: The Forces which Energize and Direct Behavior**
12. **Dynamics of the Motivational Process**
13. **Interests and Attitudes**
14. **Teaching for Permanent and Meaningful Learning**
15. **The Transfer and Application of Learning**
16. **The Social Psychology of Learning and Teaching**
17. **Other Factors in Social Climate**
18. **Discovering and Overcoming Special Difficulties in Learning**
19. **Psycho-Educational Diagnosis in the Classroom**

UNIT IV: ADJUSTMENT AND MENTAL HYGIENE

20. **Basic Processes of Adjustment**
21. **Adjusting to Frustrating Conditions**
22. **Problems of School Discipline**
23. **Promoting the Personal and Social Adjustment of Pupils**
24. **The Drop-Outs**
25. **Studying the Individual Child**

TV TEACHER BRYANT FEATHER is an associate professor of psychology at Chicago City College. He took his Ph.D. from the University of Colorado and has been in the teaching and administrative fields for 15 years at public and private schools and colleges. Dr. Feather has also spent a number of years in private psychological practice and consultation. He spent several years of his post doctoral residence in Europe and has traveled extensively in South America, Mexico and the Caribbean region. Dr. Feather has also had substantial radio and television exposure in the Chicago area acting as a consulting psychologist on a number of commercial and educational television programs. He is currently Director of Motivation Management, a group of Chicago psychological consultants; a lecturer in the Central YMCA Adult Education Program and Director of the Family Living Institute.

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UNIT V: MEASUREMENT AND EVALUATION

26. **Diagnostic Tools**
27. **Interpreting and Using Test Results**
28. **Marking, Reporting, and Pupil Placement**

UNIT VI: PSYCHOLOGY OF THE TEACHER

29. **Appraising the Work of the School**
30. **Professional Growth, Personal and Emotional Adjustment of the Teacher**

TEXTBOOKS:

Blair, Jones and Simpson. Educational Psychology. **Macmillan, 1962.**

Noll and Noll. Readings in Educational Psychology. **Macmillan, 1962.**

Videotapes of typical lessons from the course—along with a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

OVERVIEW OF HUMAN RELATIONS PROBLEMS

Thirty, 45-minute lessons
Three Credit Hours
(Graduate Credit also)

TV TEACHERS OSCAR E. SHABAT (left) and MORRIS L. HAIMOWITZ—Professor Shabat is executive director of Chicago City College and has 31 years of teaching experience. He holds an M.A. from the University of Chicago and served as director of the Human Relations Bureau of the Chicago Public Schools from 1960 to 1962. From 1951 to 1961, Prof. Shabat was director of the Police Training Program at Chicago City Junior College. Text publications on which he has collaborated include: Weinberg and Shabat, *Society and Man*, 1956, 1965 (Revised) Prentice-Hall . . . and Atteberry, et al. (associate author), *Introduction to the Study of Social Science*, Macmillan Co., 1939, 1947 (Rev. Ed.). Dr. Haimowitz is director, Bureau of Human Relations, Chicago Public Schools. He took his Ph.D. from the University of Chicago and has been teaching for 16 years. His book publications include: *Human Development* (co-authored with Natalie Reade Haimowitz), Thomas Y. Crowell, 1960 (Rev. 1966) . . . and a chapter appearing in *School Dropouts*, by Daniel Schreiber, National Education Association, 1964. Dr. Haimowitz is also the author of 15 TV study guides for courses in child psychology, human relations, sociology and education. He has also written a chapter for the book entitled *In-Service Training for Teachers of the Gifted*, to be published in 1967 by the Superintendent of Public Instruction, State of Illinois. Dr. Haimowitz has lectured extensively throughout the United States and has practical experience in group psychotherapy and marriage and family counseling.

This course is designed to describe some of the progress made in the sensitive area of human relations. Special emphasis is placed on the current educational scene.

Such questions as the following are raised: What discoveries has the social scientist made in this field? What are the myths that deceive and the ideals that inspire the realities that prevail? Who are the troublemakers and what can be done about them? What is on the agenda for our democratic society in the years immediately ahead?

Prospective and in-service teachers, social workers, nurses and others who must deal with people in an urban society should find this course of value.

One of the major objectives of the course is to develop a clear set of goals for interpersonal behavior consistent with democratic ideals and processes. An analysis is made of the central concept of democracy, showing its strength and its misuse.

The course also introduces and studies the many different ethnic groups found in this country along with the cultural heritage and traditions of each. Some of the problems the newcomers have faced and some of the major ways which they have created to help solve these problems are also outlined.

The telecourse also attempts to develop a broad understanding of human relations issues around the world and to develop skills in finding, using and evaluating information in the human relations area.

Various concepts in the human relations field are also explored: e.g. social values, integration, ethnocentrism, population trends, James Crow, Esq., survival values, transference relationship, race and prejudice. Also developed in the course are skills helpful in observing and handling human relations problems as they arise in school and other group situations.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: BACKGROUNDS
1. Human Relations Today: Overview of Course.
2. Major Demographic Trends.
   Guest: Prof. Phillip Hauser.
3. The Public Schools in a Changing World
   Guest: Asst. Supt. David Heffernan.

UNIT II: THE AMERICAN DREAM; MYTH OR REALITY?
4. The American Dream: Progress in Making It a Reality.
   Guest: Mr. John B. McKnight.
5. Prejudice As a Sense of Group Position.
   Guest: Prof. Herbert Blumer.
6. Prejudice As a Sense of Personal Deprivation.
7. Public Opinion and the Power Structure.
8. Prejudice, Incorporated.
   Guest: Dr. Paul Welty.
9. The Acting Crowd.
   Guest: Prof. Joseph D. Lohman.

UNIT III: UNDERSTANDING AND WORKING WITH NEWCOMERS
10. The Southern In-Migrant.
    Guest: Prof. Perley Ayer.
11. The European Immigrant.
    Guests: Prof. Judah Rosenthal and Mr. George Walter.
12. Spanish Speaking Immigrants.
    Guest: Prof. Clarence Seniour.
13. The American Negroes.
    Guest. Prof. John Hope Franklin.
14. The American Indian.
    Guest: Prof. Sol Tax.

UNIT IV: HUMAN RELATIONS AND EDUCATION
15. Society and Education.
16. Democracy in the Classroom.
    Guests: Doolittle School Faculty.
17. Technological Change and Social Change.
    Guest: Dr. Robert Montgomery.
18. Working with Children.
    Guest: Mabel Hemington.
19. Working with Youth.
    Guest: Prof. Kirsten Weinberg.
20. Parents, Teachers and Principals.
    Guest: Dean Harry N. Rivlin.
21. Education for the Culturally Deprived.
    Guest: Dr. Daniel Schreiber.
22. The Great Cities Research Project.

UNIT V: PROGRESS IN HUMAN RELATIONS
23. In Law. Guest: Prof. David Fellman.
24. In Business and Industry.
    Guest: Mr. Virgil Martin.
25. In Housing.
26. In Interpersonal Relationships.
27. In International Relations.
    Guest: Mr. Maurice F. X. Donohue.
28. Trends in Human Relations Research.

UNIT VI: SUMMARY OF COURSE
29 and 30. Summary of Course.

TEXTBOOKS:

Gordon W. Allport. The Nature of Prejudice **Doubleday Anchor, 1958.**

John Collier. Indians of the Americas **Mentor, 1947**

M. L. Haimowitz and N. L. Haimowitz. Human Development **Thomas Y. Crowell, 1963.**

Oscar Handlin. The Uprooted **Grosset and Dunlap, 1957.**

Harvey Wish, ed., The Negro Since Emancipation. **Prentice-Hall Spectrum, 1964.**

L. S. B. Leakey. Adam's Ancestors **Harper Torchbook, 1960.**

John Slawson. The Role of Science in Intergroup Relations **American Jewish Committee, 1964.**

Eric Berne. Games People Play **Grove Press, 1964.**

William Glasser. Reality Therapy **Harper Rod, 1965.**

Videotapes of typical lessons from the course—along with a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

MEASUREMENT AND EVALUATION

Thirty, 45-minute lessons
Three Credit Hours
(Graduate Credit also)

TV TEACHER MAX D. ENGELHART retired in September 1966 as director of institutional research at Chicago City College and is now teaching at Duke University, Durham, N. C. He holds a Ph.D. degree from the University of Illinois and has had 36 years of experience in the teaching, educational testing and education research fields. Dr. Engelhart has been published in such journals as "Educational and Psychological Measurement," "Psychometrika," "Journal of Experimental Education," and "Journal of Educational Measurement." His texts include: *Scientific Study of Educational Problems* (with W. S. Monroe) and *Problems and Techniques of Educational Research* (to be published by Harcourt, Brace and World). Dr. Engelhart notes that the course described on this page will be useful to those concerned with educational testing or education research . . . and that counselors should profit from it.

The aim of this course in "Measurement and Evaluation" is two-fold.

First, it will treat the construction and uses of various kinds of tests; and second, it will describe ways of organizing and interpreting test score data for instructional purposes.

Instruction is given relating to both teacher-made and standardized achievement tests. The course also deals with tests of general scholastic aptitude (intelligence), tests of special aptitudes, and instruments useful in assessing interests, attitudes and personality traits.

Included is a discussion of specific methods useful in the organization and interpretation of test score data for the purpose of improving instruction, guidance and placement. Such discussion is confined largely to describing the functions of statistical methods.

The student is expected to memorize only a few basic formulas and computational procedures, though instruction is by no means restricted to these formulas and procedures.

Instructional objectives of the course are outlined in the study guide which accompanies the course. They are listed under the general headings of: "Knowledge," "Intellectual Skills," and "Ideals, Attitudes and Interest."

The first category implies the imparting, assimilation and recall of facts and the utilization of factual exercises. The second category of objectives implies instruction designed to develop in students the skills and abilities needed in applying knowledge or in using critical thinking in solution of novel problems. The third category refers to those outcomes of instruction most often acquired by example rather than by precept.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: INTRODUCTION

1. **General Characteristics and History of Educational Measurement**
2. **A Little Statistics**

UNIT II: BASIC PRINCIPLES OF TESTING

3. **Characteristics of Good Tests Reliability**
4. **Characteristics of Good Tests—Validity**
5. **Other Characteristics of Good Tests**

UNIT III: CONSTRUCTING, USING, AND EVALUATING TEACHER-MADE TESTS

6. **Instructional Objectives**
7. **Short-Answer and Essay Exercises**
8. **Evaluation of English Composition or Communication Skills**
9. **Objective Evaluation of Communication Skills**
10. **Basic Rules for Writing Objective Exercises**
11. **Objective Exercise Writing in Literature and the Social Studies**
12. **Objective Exercise Writing in the Natural Sciences and Mathematics**
13. **Giving, Scoring, and Analyzing Teacher-Made Tests**
14. **Review**

UNIT IV: SELECTING AND USING STANDARDIZED MEASURING INSTRUCTIONS

15. **Use of Standardized Achievement Tests in the Elementary Grades**
16. **Use of Standardized Achievement Tests on the High School Level**
17. **Measurement of General Scholastic Aptitude**
18. **Measurement of Special Aptitudes and Abilities**
19. **Measurement of Personality and Adjustment**
20. **Measurement of Personality and Adjustment**
21. **The Measurement Program**
22. **Review**

UNIT V: INTERPRETING TEST DATA IN IMPROVING INSTRUCTION AND GUIDANCE

23. **Organization and Interpretation of Test Data**
24. **Organization and Interpretation of Test Data**
25. **Organization and Interpretation of Test Data**
26. **Use of Test Data in the Improvement of Instruction**
27. **Use of Test Data in Guidance and Counseling**
28. **Use of Test Data in Experimental Evaluation of Materials or Methods of Instruction**
29. **Use of Test Data in Experimental Evaluation of Methods or Materials of Instruction**
30. **Review**

TEXTBOOKS:

Graduates and Undergraduates:

Noll, Victor H. Introduction to Educational Measurement. **Houghton Mifflin, 1957.**

Graduates:

Cronbach, Lee J. Essentials of Psychological Testing. **2nd ed. Harper and Brothers, 1960.**

Videotapes of typical lessons from the course—along with a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

PHILOSOPHY OF EDUCATION

Thirty, 45-minute lessons
Three Credit Hours

TV Teacher William Stevens
Ass't Prof., Humanities
Chicago City College
M.A., University of Chicago

This telecourse focuses on the problems of education viewed in the contexts of human experience political, social, economic and ethical.

Also examined are various philosophical views on the relationship of education to political institutions, social processes, material conditions and ideal values.

Although primarily designed for future teachers, the course should be of interest to all students concerned with the problems of philosophy.

The teaching approach to this telecourse is four-fold: philosophic, humanistic, pluralistic and educational.

It is neither a survey course nor an exercise in statistics . . . but rather a confrontation of varying philosophical points of view on the problems selected. The stimulation of the student-audience to employ critical thinking is heavily employed in the lessons.

In the humanistic approach, the student is exposed to some of the best statements ever made on the subjects or problems studied. This comes in the form of required reading, a partial list of which appears in the Textbooks section of this page.

And, presuming that the problems of education are manifold, the pluralistic, as opposed to the dogmatic approach, is employed in the teaching of the course. The student is encouraged to think creatively and independently rather than merely presenting pat answers or dogmatic solutions.

By properly reacting to the above methods the student can realize the major goal of this collective approach to learning that of attaining this knowledge through an entirely educational approach.

In addition to completion of three examinations, the student will be required to write a research paper on a carefully selected educational problem.

Videotapes of typical lessons from the course along with a sample copy of the accompanying teacher's guide are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: EDUCATION: THE INTELLECTUAL AND MORAL POWERS OF MAN

1. Introductory. History of American Education: 17th, 18th and 19th Centuries
2. Introductory. History of American Education: 20th Century
3. Education as Intellectual Reminiscence, I
4. Education as Intellectual Reminiscence, II
5. Education as Intellectual Reminiscence, III
6. Education as Moral Breeding, I
7. Education as Moral Breeding, II
8. Education as Care, Discipline and Training, I
9. Education as Care, Training and Discipline, II
10. Air Conference

UNIT II: EDUCATION: THE ETHICAL AND RELIGIOUS VALUES OF MAN

11. Education, Knowledge and Theology
12. Liberal Education as an End
13. Liberal Education and Religion
14. Education and Religion as Illusion, I
15. Education and Religion as Illusion, II
16. The Goals of Education, I
17. The Goals of Education, II
18. The Goals of Education, III
19. Air Conference

UNIT III: EDUCATION: THE SOCIAL AND POLITICAL INSTITUTIONS OF MAN

20. Education and Political Democracy, I
21. Education and Political Democracy, II
22. Education and Social Democracy, I: Education as Social Need and Function
23. Education and Social Democracy, II: The Democratic Criterion in Education
24. Education and Social Democracy, III: Applications of the Democratic Criterion to Actual Life
25. Education and Social Democracy, IV: The Philosophy of Education
26. Education and Communism, I
27. Education and Communism, II
28. Education and Political Ideals, I
29. Education and Political Ideals, II
30. Conclusion: Education, Politics and Communication

TEXTBOOKS:

Counts, George. *Krushchev and the Central Committee Speak on Education.* University of Pittsburgh Press, 1961.

Dewey, John. *Democracy and Education.* MacMillan Paperback, 1961.

Freud, Sigmund. *Future of an Illusion.* Doubleday Anchor Books, 1957.

Griswold, Dwight. *Liberal Education and the Democratic Ideal.* Yale University Press, 1959.

Jefferson, Thomas. *Crusade Against Ignorance.* Classics in Education, 1960. No. 6. Columbia Teachers College. Columbia University Press.

Kant, Immanuel. *Education.* Ann Arbor Paperbacks. University of Michigan Press, 1960.

Newman, John Henry. *The Scope and Nature of University Education.* Everyman Paperback. E. P. Dutton & Company, 1958.

Plato. *Meno* (Trans. Benj. Jowett) Library of Liberal Arts. Liberal Arts Press.

Whitehead, Alfred North. *The Aims of Education.* Mentor Books, 1961.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

TV TEACHER MICHAEL S. PARFENOFF, associate professor of art at Chicago City College, holds a Master of Fine Arts degree from the Art Institute of Chicago and has 13 years of teaching experience in his field. Professor Parfenoff wrote and produced the outstanding study guide which accompanies this course. He has also written a number of articles for the Illinois State Committee on Art. Professor Parfenoff has conducted workshops in the Chicago area and has lectured at length in his field. He has had his work exhibited at the Chicago Printmakers Invitational, the Chicago Print and Drawing Exhibition, the Art Institute of Chicago, the Young Chicago Painters Holland Gallery), the Old Town Gallery Invitational Exhibition and the Philadelphia Print Club Exhibition. He is founder and director of the Blackhawk Summer School of Art in Blackhawk, Colo.

INTRODUCTION TO THE VISUAL ARTS

Thirty, 45-minute lessons
Three Credit Hours

"Introduction to the Visual Arts" is a basic course designed to develop and extend the creative potential of the student through instruction in the use of the materials and media of the artist.

The course deals with concepts and materials as they relate to the structure of visual expression. Emphasis is placed on understanding basic concepts of visual order and acquiring the skills necessary to express them as art forms.

The course is divided into 10 units. The first unit deals with the general areas of creative expression. The second unit relates the grammatical elements of visual structure and the means or tools for its expression. The units following deal with the agents (mediums) which convey artistic expression to the observer. Included in each unit of the study guide are problems, vocabulary and suggested readings.

The extremely attractive study guide is packed with a wealth of instructive material and is beautifully and profusely illustrated.

Evaluation of student work is based on knowledge, sensitivity and skill of the student's own individual use of the materials and elements which constitute the visual experiences. This evaluation has to be, to a large extent, self-directed. It is necessary however for the student to accept general criticism made during the telecast and apply this to his problem.

The success of the student in this course is based on the personal growth of the individual. There is no test or means of measurement yet devised that assures the student of having gained an understanding and sensitivity to the arts.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: INTRODUCTION
1. Creative Art
2. Media of Artistic Expression

UNIT II: VISUAL STRUCTURE
3. Elements of Visual Structure
4. Means of Expression
5. Line as a Means of Expression
6. Shape as a Means of Expression
7. Texture as a Means of Expression
8. Color as a Means of Expression

UNIT III: DRAWING AND PAINTING
9. Introduction
11. Depth and Illusions
10. The Still Life
12. Painting: Methods and Materials

UNIT IV: THE GRAPHIC ARTS
13. Introduction
14. Graphic Media: Wood Block and Lithography
15. Graphic Media: Etching, Dry Point, and Engraving
16. Graphic Media: Stencil and Silk Screen

UNIT V: PHOTOGRAPHY
17. Photography as a Creative Medium

UNIT VI: SCULPTURE
18. The Third Dimension
19. Sculpture: Constructed and Natural
20. Sculpture: Subtractive Method
21. Sculpture: Additive Method

UNIT VII: ARCHITECTURE
22. Introduction
23. Architecture

UNIT VIII: CERAMICS
24. Introduction
25. Ceramics
26. The Potter's Wheel

UNIT IX: STAGE CRAFT
27. Introduction

UNIT X: THE HUMAN FIGURE
28. Introduction
29. Summary
30. Summary

TEXTBOOK:
None required

Videotapes of typical lessons from the course — along with a sample copy of the accompanying teacher's guide — are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

FUNDAMENTALS OF MUSIC

Thirty, 45-minute lessons
Three Credit Hours

TV TEACHER OTTO T. JELINEK is vice chairman of the music department at Chicago City College. Because he is a professional musician with 35 years of experience in all phases of music—symphony, opera, oratorio, chamber music, solo work and musical shows—Professor Jelinek brings a wide and varied background in the field to his classes. A teacher for the past 32 years, Prof. Jelinek holds an M.F.A. degree from the Chicago Academy of Music and M.Mus. from Northwestern University. He has been published in musical journals and has authored study guides used in conjunction with his TV College courses. His performed musical works include: "Suite for Chamber Orchestra" (1941), "Sonata for Violin and Piano" (1942) and "String Quartet D Major" (1944). Prof. Jelinek was director of the Iowa All-State music groups from 1939 to 1945; a member of the Cleveland Symphony Workshop, under the direct supervision of George Szell (Prof. Jelinek was one of 15 musicians chosen for this honor by nationwide examination); and director of the Waterloo (Iowa) Symphony Orchestra from 1945 to 1955. He is currently director of the Children's Civic Orchestra Association in Chicago.

"Fundamentals of Music" deals primarily with materials with which music is made and with some of the basic means by which musical materials are organized into intelligible forms.

It is a first course for teachers, musicians, and those who would like music to be more meaningful and enjoyable. The course requires no previous music training.

Aim of this series is to present a plan that will enable students to learn the fundamentals of music theory. The course is designed to provide the layman with solid information that will increase his understanding and knowledge of how music is constructed. He thus will be prepared to pursue the more advanced subjects of theory, such as harmony, counterpoint and orchestration, should he choose to do so.

In this introductory course, basic terminologies and the many problems of notation will be dealt with. Also, material for developing the fundamental skills of performance (ear-training, sight-singing, etc.) will be supplied through the study of scales, keys and melody.

Some principles of abstract acoustical theory, an introduction to the instruments of the orchestra and musical form will round out the course. Though emotions play a great part in the study and enjoyment of music, the approach through this course is strictly at the rational level.

Stated objectives of the course are:

—To develop an ability to apply an understanding of those elements that are common to all music to one's role as a listener;

—To develop an understanding, in the performer, of the interplay of musical ideas, methods and principles;

—To develop an appreciation of the function of the creator (composer) and the problems confronting the performer; and

—To develop an understanding of the way music has been differentiated from and related to various arts.

* * *

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: ABOUT TONE AND PITCHES

1. **Introduction and description of the course. Tone and its properties**
2. **Notation of Music The Staffs and Clefs**
3. **Specific Pitch Names**

UNIT II: ORGANIZATION OF NOTE VALUES, DURATION AND RHYTHM

4. **Elements of Notes and Rests**
5. **Simple Meter The Dot**
6. **Compound Meter**

UNIT III: FORMATION OF SCALES

7. **Major Scales The Order of Sharps**
8. **Key Signatures in Sharps**
9. **Minor Scales The Order of Flats**
10. **Forms of Minor Scales**
11. **Chromatic Scale Ascending and Descending Enharmonism**

UNIT IV: INTERVALS

12. **The Size of Intervals**
13. **Perfect and Major Intervals**
14. **Minor, Augmented and Diminished Intervals**
15. **Inversion of Intervals**

UNIT V: PRODUCTION OF SOUND MUSICAL ACOUSTICS

16. **Wind Instruments Transposition**
17. **Percussion Instruments**
18. **String Instruments**
19. **Film "Young Person's Guide to the Orchestra"**
20. **Vocal Music Guests**

UNIT VI: THE STRUCTURE OF TRIADS

21. **Defining and Constructing Major and Minor Triads**
22. **Defining and Constructing Diminished and Augmented Triads**
23. **Inversion of Triads**
24. **Inversion of Triads continued**

UNIT VII: MUSICAL ORGANIZATION

25. **Transposition**
26. **Ornaments**
27. **Terminology**
28. **Musical Form**
29. **Musical Form**
30. **Review of the Course**

TEXTBOOK AND OTHER MATERIAL:

Introduction to Music **by Hugh M. Miller (Barnes and Noble)**
Backgrounds in Music Theory **by Maurice C. Whitney (G. Schirmer, N. Y.)**
Cardboard Piano Keyboard
Music Writing Paper **(ruled staff paper)**
Pocket Manual of Musical Terms, **Theo. Baker**

Videotapes of typical lessons from the course along with a sample copy of the accompanying teacher's guide are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

YOU CAN DRAW IT

Nine, 30-minute lessons
Non-Credit, Also In-Service

This in-service or college level course assists teachers in developing proficient techniques in making effective illustrations. The skills, when mastered, would be equally applicable for the chalkboard, poster board, bulletin board, or in the preparation of overhead transparencies.

The lessons in no way constitute an actual course in art. The course is rather a specialized series designed only to assist the classroom teacher in developing skills which would aid them in effectively communicating with their students through drawings and illustrations. A few basic principles are developed to show how the application of one or more of these principles can serve to clarify or communicate an idea.

Lesson titles of the series and a brief topic summary:

1. **BETTER THAN DRAWING**

   An expression of the idea that drawing is more valuable when used as a means than as an end in itself. The development and use of drawing as an actual visual language.

2. **THE WONDER TOOLS OF EVERY ARTIST**

   An explanation of seven basic drawing elements—surface, size, surface lines, overlapping, shading, density and foreshortening.

3. **PUTTING THE ELEMENTS OF DRAWING TO WORK**

   How a seemingly flat object can be changed to a three-dimensional one by applying the basic elements of drawing.

4. **A NEW LOOK AT PERSPECTIVE**

   The meaning of perspective as it pertains to the optical illusion. The elements of alignment and direction are introduced and explained.

5. **LOGIC IN SHADING**

   Shading is shown to be not only important in design toning but also can help a great deal in controlling the shape of the drawn object.

6. **ART IN DRAWING**

   The importance of design and decoration in the field of drawing. How art can be used to make things more attractive.

7. **THE ROLE OF ANATOMY, STRUCTURE AND PROPORTION IN DRAWING**

   The idea that instead of using anatomy to teach drawing . . . drawing should be used to teach anatomy.

8. **THE REWARDS OF RESEARCH AND PRACTICE IN DRAWING**

   This program answers the question:" Where do we go from here?" The new artist is given tips on the collection of visual information. The importance of practice is stressed.

9. **SUMMARY**

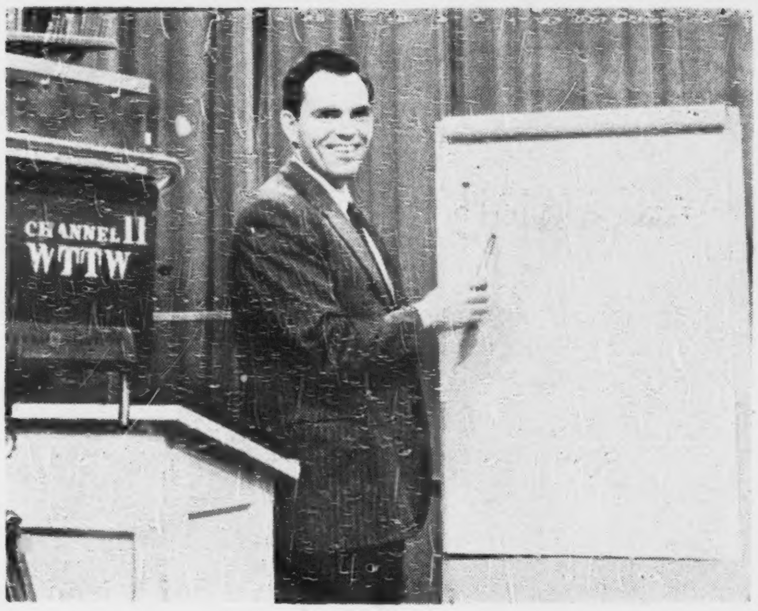
TV Teacher:
Bruce McIntyre

Teacher Bruce McIntyre was associated with the animation department of Walt Disney Studios for 12 years. He graduated from Occidental College in Los Angeles with a major in education. Mr. McIntyre has been teacihng drawing in Carlsbad, Calif., since 1954 and is the author of "Drawing Textbook," now in its 12th printing. He spends each summer teaching and giving drawing demonstrations in Oklahoma and Kansas.

A viewer's guide accompanying the course offers suggestions for practice and contains an outline of. the televised material.

Videotapes of typical lessons from the course—along with a sample copy of the accompanying viewer's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY THE UNIVERSITY OF COLORADO



TV TEACHER ALBERT DONNELL is an associate professor of Spanish and French on the Chicago City College's Wright Campus. He holds a Ph.D. degree from the National University of Mexico. Dr. Donnell spent two years teaching English to Mexicans at the Mexican-American Institute in Mexico City . . . and has 14 years experience in the teaching of Spanish at junior colleges. Dr. Donnell lived in Mexico for seven years. He is the author of *Vamos a Conversar*: National Textbook Corp., and *Speak Spanish*, a conversational guide for television.

SPANISH

Thirty, 45-minute lessons
Four Credit Hours

This basic course in Spanish assumes the telestudent has no previous knowledge of the language.

The audio-lingual approach is employed to develop in the student an ability to understand, speak, read and write Spanish within a limited vocabulary. The required textbook (see below) uses the most up-to-date methods in language teaching, including pattern drills to fix the grammar of the language with the least effort . . . phonograph records of the dialogs . . . and filmstrips and movie films of the dialogs. The records, tapes and films all feature native speakers of various standard dialects.

Stated objectives of the course are: to develop an understanding of the structure of Spanish in written and oral communication . . . to develop an understanding of spoken Spanish within a limited vocabulary . . . to develop an ability to speak Spanish within a limited vocabulary and syntax . . . to acquire a good pronunciation of the spoken language . . . and to develop reading and writing ability in the language.

Dialogs and pattern drills are used to build the student's knowledge of language structure. And, in addition to these, the study guide accompanying the course contains some programmed material. Programmed learning is based on breaking knowledge up into its smallest component bits and learning these bits one by one instead of all at once.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: CECILIA'S FAMILY

1. **Introduction to Course**
2. **Pronunciation**
3. **Begin Dialogue 2**
4. **Present Tense of -ar Verbs**
5. **Numbers**
6. **The Gender of Nouns**

UNIT II: A TELEPHONE CONVERSATION

7. **Begin Dialogue 3**
8. **Intonation**
9. Ser vs. estar
10. **Word Drill**
11. **Review Dialogue 3**

UNIT III: THE SAINT'S DAY

12. **Dialogue 4**
13. **Present Tense of -er -ir Verbs**
14. **Object Pronouns**
15. **Possessive Adjectives**
16. **Review for Midterm Exam**
17. **Review for Midterm Exam**

UNIT IV: PROBLEMS OF A HOUSEWIFE

18. **Begin Dialogue 5**
19. **Present Tense of Irregular Verbs**
20. **Familiar Commands**
21. **Formal Commands**
22. **Object Pronouns with Commands**
23. **Review Dialogue 5**

UNIT V: TRAFFIC ROW

24. **Begin Dialogue 6**
25. **Past Tense of Regular Verbs**
26. **Practice on Past Tense**
27. **Vocabulary Drill**
28. **Review Dialogue 6**
29. **Review**
30. **Review for Final Exam**

TEXTBOOK AND OTHER MATERIAL:
Modern Language Association, Modern Spanish: **Harcourt, Brace & World.**

OPTIONAL:
Boxed set of 4 12" records of the dialogues of the text.

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

THE FAR EAST IN THE MODERN WORLD

Thirty, 45-minute lessons
Three Credit Hours
(Graduate Credit also)

Vietnam, Korea, China, Japan—events in these far away places have profoundly affected the lives of Americans. Can there be any doubt that actions stemming from the special traditions, desires and needs of man in distant countries influence the lives and shape the future of men in our part of the world?

This telecourse offers a basis for understanding the forces which have made Asians what they are today.

Covering that part of the world which stretches from Pakistan on the west to Japan on the east, the course sketches the physical landscape in which Asians live and work; discusses Asian ideals, ideologies and religions; and explores the central aspects of Asian social life (caste, clan, family organization), economic development, creativity (literature and art) and politics (nationalism, communism, democracy).

The course thus provides a firm foundation on which the student may build an increasing understanding of Asia as its almost two billion people continue to affect the American way of living.

Stated objectives of this course are: to develop an understanding of the general forces which have made the Asians what they are today; to see Asians as groups of people in transition; to become acquainted with reliable sources of information about Asian matters; to develop the desire to continue a study of the Asians and their problems; and to develop the realization that the people of Asia, like ourselves, are in search of a better life—but in terms of the values prized in their own culture.

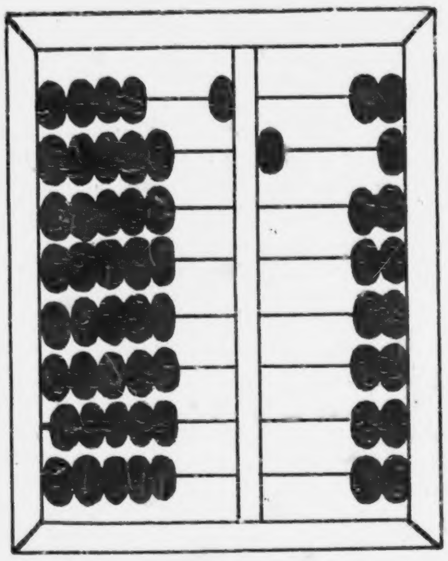
AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: THE ASIANS: AN OVERALL VIEW
1. Our Common Humanity
2. The Physical Setting of the Asians
3. The Asian Village
4. The Quest for Food—Health—Education

UNIT II: THE SOUTH ASIANS
5. Early South Asians and the Development of Hinduism
6. The Birth and Spread of Buddhism
7. The Creativity of the South Asian
8. The Political Development of the Modern Indian
9. The Social Life of the Indians
10. The Economic Life of the Indians
11. Islam and Pakistan

UNIT III: THE EAST ASIANS
12. The Early Chinese Develop Their Philosophies
13. Confucianism: The Ideological Foundation of Chinese Dynasties
14. The Creativity of the Chinese
15. The Social Life of the Chinese
16. The Political Life of the Chinese in the Twentieth Century
17. Communist Leaders Radically Alter Chinese Life
18. The Koreans Live in a Divided Country
19. The Early Japanese and the Influence of the Chinese
20. The Japanese Became Feudalistic
21. The Creativity of the Japanese
22. The Society of the Japanese
23. The Modern Economic and Political Life of the Japanese

UNIT IV: THE SOUTHEAST ASIANS
24. The Burmese — Thais — Cambodians — Laotians



TV TEACHER PAUL S. WELTY brings a wealth of experience to this highly specialized field of Asian studies. Currently Director of Asian Studies at Northeastern Illinois State College, Professor Welty holds a Ph.D. from the University of Chicago and has had 15 years teaching experience. Prior to the Communist regime in China, he administered aid programs in China as a United Nations Relief and Rehabilitation Specialist. Conversant in several Chinese dialects, Dr. Welty has traveled extensively throughout Asia and the Middle East. His book publications include: *The Asians: Their Heritage and Their Destiny*. Rev. Ed. 1966 (J. B. Lippincott Co.) and *Man's Cultural Heritage: A World History*. (Lippincott) 1965. Dr. Welty is an editorial board member of *World Affairs* magazine and has planned and conducted many seminars and conferences on various topics in a variety of Asian countries. Dr. Welty says this in regard to his course: "I am quite concerned with bringing a basic knowledge of the Asian to the American students. I look upon the Asians as people who basically have much in common with people everywhere and I approach my lectures and books on Asia from the point of view of a common humanity. . . . In my presentation . . . I am (speaking) about people, people who are seeking in their own special way for that better life we all desire here and hereafter. I would not want my words on their dissimilar approaches to truth and happiness to obstruct the perception of their questing humanity."

25. The Filipinos—Indonesians—Malaysians
26. The Social and Economic Problems of the Southeast Asians
27. The Political Problems of the Southeast Asians
28. The Erosion of Vietnam: A Case Study
29 and 30. The Destiny of the Asians

TEXTBOOKS:

Welty, Paul. The Asians: Their Heritage and Their Destiny. **Rev. Ed. Lippincott, 1965.**

Lamb, Beatrice Pitney. India: A World In Transition. **Praeger, 1963.**

Ch'u Chai and Winberg Chai. The Changing Society of China. **Mentor, 1962.**

Storry, Richard. A History of Modern Japan. **Penguin Books, Inc., Baltimore, Md. Rev. 1963**

Buss, Claude A. Southeast Asia and the World Today. **Van Nostrand, 1958. (Anvil)**

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

HISTORY OF AMERICAN CIVILIZATION
by Its Interpreters
Ninety-four, 30-minute lessons

The full impact of this sterling series will probably not strike for a number of years. Its value can perhaps be best ascertained by dreaming some impossible dreams. To wit: Herodotus and Thucydites personally teaching courses in ancient Greek history . . . Edward Gibbon expounding on Roman history . . . Frances Parkman offering his interpretations on various aspects of the American experience . . . Charles Beard discussing the Constitution of the United States.

This extremely valuable series of lectures on American History, produced by the University of Texas, now has made dreams of this type come true.

Forty distinguished American historians critically examine the period or topic of American civilization in which he considers he has contributed the most to historical thinking. Here, then, in this history-making instructional television series, is not the third person interpreting the thoughts of the historian but the historian himself in a personal exposition.

A listing of the lecturers and their general topics:

LEONARD ARRINGTON on The Mormons; SAMUEL FLAGG BEMIS on American Foreign Policy; RAY A. BILLINGTON on The Frontier in Early American History; CARL BRIDENBAUGH on The First Half of American History; JULIAN BOYD on Thomas Jefferson; RALPH BUNCHE on 20th Century Collective Security; LYMAN BUTTERFIELD on The Adams Family in American History, Thought and Literature; THOMAS D. CLARK on The Early American Frontier; HENRY STEELE COMMAGER on The Discovery of America—The American View; DANIEL COSIO VILLEGAS on Latin American Viewpoint; THOMAS C. COCHRAN on Twentieth Century Business; AVERY CRAVEN on The Coming of the Civil War; MERLE CURTI on The Intellectual Scene;

JOE B. FRANTZ, Introduction to Series; JOHN HOPE FRANKLIN on The Negro in American History; RALPH GABRIEL on The Intellectual and the Spirit; PAUL GATES on Public Land Problems in American History; ERIC GOLDMAN on American Reform, Crucial Decade; CONSTANCE McLAUGHLIN GREEN on The Rise of the City; SENATOR ERNEST GRUENING on The Formation of New States; BRAY HAMMOND on The Two United States' Banks; OSCAR HANDLIN on Immigration in American History; RICHARD HOFSTADTER on The Age of Reform; WILLIAM R. HOGAN on American Social History: An Unmastered Challenge; MERRILL JENSEN on The Nature of the American Revolution; EDWARD C. KIRKLAND on Business in the Late 19th Century, 1865-1900; ARTHUR S. LINK on Woodrow Wilson; SAMUEL ELIOT MORISON on Christopher Columbus;

RICHARD B. MORRIS on New Explorations Into the Early American Past; ALLAN NEVINS on Democracy Under Pressure; RODMAN PAUL on Mining Frontiers of the Far West; DEXTER PERKINS on American Foreign Policy; GEORGE W. PIERSON on The Making of An American; DAVID POTTER on The Making of an American: Other Views; ARTHUR SCHLESINGER JR. on The New Deal; BOYD C. SHAFER on Historical Writing and Research; ARNOLD J. TOYNBEE on The Study of History; WALTER PRESCOTT WEBB on Two Webb Hypotheses; BELL WILEY on The Civil War Soldier; C. VANN WOODWARD on The Southern Historian and His Subject; and BENJAMIN F. WRIGHT on The Supreme Court in American History.

Videotapes of typical lessons from the course are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY THE UNIVERSITY OF TEXAS AT KLRN-TV

HISTORY OF THE AMERICAN PEOPLE FROM 1865

Thirty, 45-minute lessons
Three Credit Hours

This course surveys and interprets the main political, economic and social trends from 1865 to the present day. While the primary emphasis is institutional, personalities are not neglected—particularly if their historical importance warrants special analysis.

As an enrichment bonus, experts on specific topics like immigration and foreign affairs participate with the instructor from time to time in panel discussions.

Students taking this telecourse—in order to develop an understanding of the political, economic and social trends in the United States during the past century—are required to read widely in relevant primary and secondary source materials.

Developed in the student is the ability to analyze divergent interpretations of historical events in United States history. The student, through his reading experiences, analyzes the arguments of principal historical figures and assesses these divergent interpretations of historical events.

These experiences should develop desirable thinking skills and habits which will hopefully remain permanent acquisitions. Each student will report on a specialized historical work in which he will be required to make a critical interpretation and analysis.

And finally—and most hopefully—the student, through his reading and observations, will develop an appreciation of historical scholarship and style.

TV TEACHER FRANCIS A. GAUL, professor of history at Chicago City College, took his Master of Arts degree from the University of Chicago and has been engaged in teaching for 19 years. Professor Gaul has authored a number of TV study guides for Chicago City College courses, including the one which accompanies this telecourse. He has traveled extensively throughout the United States, Canada and Mexico and has visited South America, Africa, Southern Europe and the islands of the Caribbean. Professor Gaul has been quite active over the years in local civic affairs and organizations in the Chicago area.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: ECONOMIC REVOLUTION

1. Introduction
2. Problems in the Wake of the Civil War
3. Reconstruction Policies
4. The Grant Era
5. The Technological Revolution: 1865-1890
6. The Republican Era
7. The Development of Labor Organization —1865-1900
8. Immigration
9. The Agricultural Revolution, 1870-1900
10. Politics—1890's
11. Review of Unit I

UNIT II: WORLD POWER

12. The United States becomes a World Power
13. Theodore Roosevelt and the American Empire
14. Muckraking and the Rise of Progressivism
15. The Progressivism of Theodore Roosevelt and William H. Taft
16. The Progressive Campaign of 1912
17. Woodrow Wilson's New Freedom
18. Wilsonian Diplomacy
19. Wilson's Program for World Peace
20. Review of Unit II
21. "Normalcy"

UNIT III: RECENT DECADE

22. The Hoover Administration
23. The Roaring Twenties
24. "The New Deal" I
25. "The New Deal" II
26. Isolationism
27. The Roosevelt Foreign Policies
28. The United Nations
28. The Truman Era
29 and 30. Course Summary

TEXTBOOKS:

1. The Growth of The American Republic **by Samuel Eliot Morrison and Henry S. Commager, Vol. II (Oxford U. Press, 1962)**
2. Great Issues in American History, Vol. II **by Richard Hofstader, Paperback ed. (Vintage Books, New York, 1958)**

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

HUMANITIES
(First General Course)

Thirty, 45-minute lessons
Three Credit Hours

TV TEACHER LESTER H. COOK is chairman of the Department of Humanities at Chicago City College. He took his Ph.D. from the University of Chicago and has 27 years of teaching experience. Dr. Cook teaches on CCC's Wilson campus and is a member of the Modern Language Association, Society of Architectural Historians and the Art Institute of Chicago.

This is a general introductory course which integrates the areas of literature, painting, architecture, music and philosophy. It is geared for a student in any curriculum and is designed to give him an understanding of some of the intellectual and artistic work common to modern civilization.

No previous background in any of the areas is required but by the end of the course the student should be able to read great novels, stories and poems; look at paintings and buildings; listen to symphonies and operas; and grasp some of the great human ideas with a degree of appreciation and skill so he may continue to enjoy further examples of such works for the remainder of his life.

Major objective of this particular course is to learn how an individual communicates his ideas to other human beings through the medium of language (short story, novel, drama, poetry), tones (music) or shapes and colors (architecture and painting).

Thus will be determined the basic elements of these art forms and the devices the artist uses to build his complete communication.

There are four formal objectives in this telecourse:

—To introduce the student to a variety of experiences within the different forms of art. Under study are works of literature, painting, architecture and music—most of them chosen from the modern world;

—To present these works of art so the student will appreciate and enjoy them, thereby instilling a desire to seek such additional experiences in later life;

—To help the student acquire skills, methods and disciplines by which he may experience and understand works of art not specifically encountered in the coures. The major portion of the final examination will attempt to test whether the student has in fact acquired these skills and understandings; and

—To help the student develop a degree of critical discernment so he may discriminate between the good and the bad and the beautiful and the ugly in works of art.

OUTLINE OF COURSE: Units and Lesson Topics

UNIT I: THE LITERARY ARTS

1. **What Are the Humanities?**
2. **The Basic Elements of Literature**
3. **The Short Story**
4. **The Novel**
5. **The Novel**
6. **Production of the Stage Play**
7. **The Drama**
8. **The Basic Elements of Poetry**
9. **Narrative Poetry**
10. **Lyric Poetry**
11. **Summary: Literature**

UNIT II: THE VISUAL ARTS

12. **The Basic Elements of Painting**
13. **Composition in Painting**
14. **Impressionism**
15. **The Reaction Against Impressionism**
16. **Modern Painting: The Analysis of Nature**
17. **Modern Painting: Personal Expression**
18. **The Basic Problems and Elements of Architecture**
19. **Traditional Architecture: Classic and Gothic**
20. **Modern Architecture**
21. **Summary: Painting and Architecture**

UNIT III: THE LISTENING ARTS

22. **The Basic Elements of Music**
23. **Form in Music: ABA, Rondo**
24. **Form in Music: Theme and Variation, Sonata Form**
25. **The Symphony**
26. **The Symphony**
27. **The Symphony**
28. **The Opera**

29 and 30. Summary: The Humanities

TEXTBOOKS:

Barnet, et al. Eight Great Tragedies. **Mentor.**
Bockman and Starr. Scored for Listening. **1959, Harcourt.**
Dostoyevsky. Crime and Punishment. **Modern Library College Ed.**
Hunter. Modern French Painting. **Dell.**
Pocket Book of Short Stories. **Pocket Book.**
Turgenev. Fathers and Sons. **Bantam.**
Untermeyer. Treasury of Great Poems. **Permabook**

Videotapes of typical lessons from the course—along with a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

HUMANITIES
(Second General Course)

Thirty, 45-minute lessons
Three Credit Hours

TV Teacher: Lester H. Cook

As is the case in the first general course in Humanities, this second course also limits itself to the broad area of study which is concerned with human beings and what they have created or accomplished over the long period of man's history.

This second course begins with an analysis of some of the great problems and issues facing man today and then presents different solutions to these problems proposed by some of the great minds and creative geniuses of both the past and contemporary world.

The course is divided into three units, each one enlarging the scope of the first unit:

—"Man and His Fellowman" is concerned with the social problem—an individual's relations with himself and with other individuals;

—"Man and His State" deals with the political problem—the individual's relationship with the group; and

—"Man and His Universe," a discussion of the metaphysical problem—man's relations with the universe and with God.

This second course in Humanities is a basic and general course. It makes no assumption of any previous training by the student in any field of the Humanities area and begins with the most basic of approaches.

The telecourse also concerns itself with developing in the student an appreciation of the great works of man and to further extend this appreciation into independent study and consequent personal fulfillment.

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: MAN AND HIS FELLOW MAN

1. **The Problems of Man**
2. **Social Expression in Music: Mahler,** Song of the Earth
3. **Social Expression in Music: Mahler,** Song of the Earth **(Conc.)**
4. **Renunciation without Submission: Shakespeare,** King Lear
5. **Is Virtue Rewarded? Shakespeare,** King Lear **(Conc.)**
6. **The Painter as Social Commentator**
7. **What Is the Good Life? Aristotle,** Ethics
8. **What Is Virtue? Aristotle,** Ethics **(Conc.)**
9. **An Expressionist: Paul Gauguin**
10. **Man Makes Himself: The Existentialist View**
11. **Conference on the Air: The Problem of Ethics**

UNIT II: MAN AND HIS STATE

12. **The Nature of the Political Problem**
13. **The Totalitarian State and the Democratic State**
14. **Political Expression in Painting**
15. **The Painter as Propagandist**
16. **Freedom and Obedience to Law: Plato,** The Crito
17. **Tyranny and Obedience to Law: Orwell,** 1984
18. **The Morality of the Ruler: Mussorgsky,** Boris Godonov
19. **The Conscience of the Ruler: Mussorgsky,** Boris Godonov **(Conc.)**
20. **Conference on the Air: The Problem of Politics**

UNIT III: MAN AND HIS UNIVERSE

21. **The Nature of the Metaphysical Problem**
22. **Man's Relation to God:** The Book of Job
23. **The Painter Expresses Spirituality: The Middle Ages and Renaissance**
24. **The Painter Expresses Spirituality: The Modern Period**
25. **"Where do we come from? What are we? Where are we Going?" Plato,** Allegory of the Cave; **Wordsworth,** Ode on Intimations of Immortality
26. **The Composer Pays Glory to God: Handel,** The Messiah
27. **The Composer Pays Glory to God: Other traditions**
28. **A Stairway to Heaven: Spiritual Expression in Architecture**
29. **What Is the Meaning of Death? Whitman,** When Lilacs Last in the Dooryard Bloom'd
30. **Conference on the Air: The Humanities**

TEXTBOOKS:

1. A Concise Treasury of Great Poems, Untermeyer **(Permabook)**
2. Eight Great Tragedies, **Barnet,** et al. **(Mentor)**
3. 1984, **Orwell (New American Library)**
4. The Picture History of Painting, **Janson (Washington Square)**
5. Darkness at Noon, **Koestler (Signet)**
6. Aristotle: Ethics, **Thomson, ed. (Penguin)**
7. Great Dialogues of Plato, **Rouse, ed. (Mentor)**
8. Existentialism from Dostoevsky to Sartre, **Kaufman, ed. (Meridian)**

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

ENGLISH COMPOSITION

Thirty, 45-minute lessons
Three Credit Hours

This course deals primarily with the problems of reading and effective writing.

With respect to reading, the telestudent will come to understand the organization of essays and the methods of discourse used in prose selections . . . and to evaluate the effectiveness of the diction and the reasoning employed.

In the writing portion of the course, the student is asked to write multi-paragraph themes, some suggested by the readings . . . and a research paper that will not require visits to a library.

Main focus of the course will lie in the four forms of discourse—narration, exposition, argument and description—with the emphasis on exposition and argument.

Among the objectives of this course is to instill in the student the ability to recognize effective, forceful, vivid and concise diction in his readings and to employ such diction in his writing.

The student will also hopefully come to understand the patterns of reasoning used in clear thinking and give evidence of this understanding by the logic of reasoning employed in writing the required themes.

The student will also learn the conventions and form of the investigative or research paper and the techniques involved in library research. He will also hopefully improve his skill in reading a type of novel which not only has surface narrative meaning but deeper and more significant import.

Videotapes of typical lessons from the course—along with a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TV TEACHER JOHN T. QUEENAN is instructor for three of the courses from Chicago's TV College which are being offered by Great Plains Library—English Composition and the two American Literature series. Now lecturing at the Chicago City College's Wright campus, Dr. Queenan holds a Ph.D. from the University of Pennsylvania and has been a teacher for 17 years. He authored the three study guides used in connection with his television courses and has been published in a number of professional journals. In addition to his TV duties, Dr. Queenan has been doing experimental work in the teaching of remedial English and is a frequent lecturer on Nathanial Hawthorne, Henry Harland, Geoffrey Chaucer and others. Dr. Queenan's interest in programmed learning and self-grading reading tests is indicated in the study guides which accompany the TV courses.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: THE MULTI-PARAGRAPH THEME
1. **Introductory Outline of Course**
2. **Choosing a True Subject for Writing: Narrative Writing**
3. **Parts of the Theme; Beginning, Middle, End**
4. **The Writer-Reader Relationship: Attitude of Writer Toward His Audience**
5. **Attitude of Writer Toward His Material. Descriptive Writing**
6. **Criticizing the Theme**

UNIT II: METHODS OF EXPOSITION
7. **Identification and Definition**
8. **Classification and Illustration**
9. **Comparison and Contrast: Analogy**
10. **Analysis: The Outline**

UNIT III: THE RESEARCH PAPER
11. **Choosing a Topic**
12. **Evaluating Research Materials**
13. **Taking Notes and Outlining**
14. **Acknowledging Sources in Text and Footnotes**
15. **Writing the Research Paper: Bibliography**

UNIT IV: ARGUMENT AND PERSUASION
16. **The Nature of Argument**
17. **Inductive Reasoning and Evidence**
18. **Deductive Reasoning**
19. **Logical Fallacies**
20. **Persuasion: Appeal to Emotions**
21. **Evaluating Argument**

UNIT V: THE WORD AND THE SENTENCE
22. **Diction: Wordiness and Trite Expressions**
23. **Diction: The Right Word: Abstract and Concrete Words; Figures of Speech**
24. **Levels of Usage: The Dictionary Controversy**
25. **Connotation and Denotation of Words; Slanting**
26. **Rhetorical and Grammatical Sentence Patterns: Word Order: Position of Modifiers**
27. **Use of Subordination to Avoid Wordiness**

UNIT VI: READING A NOVEL
28. **Organization of** The Scarlet Letter
29. **Theme and Symbol in** The Scarlet Letter
30. **Review**

TEXTBOOKS:
1. **Brooks, C. and R. Warren.** Modern Rhetoric. **Shorter edition. Harcourt, Brace & World, 1961. Paper**
2. **Shrodes, Caroline,** et al. Reading for Rhetoric. **Macmillan, 1962.**
3. **Foster, Milton P., ed.** A Casebook on Gulliver among the Houyhnhnms. **Thomas Y. Crowell, 1961.**
4. **Strunk, W., and E. B. White.** The Elements of Style. **Macmillan, 1959. Paper**
5. **Hawthorne, Nathaniel.** The Scarlet Letter. **Washington Square ed. Paper**

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

TV Teacher Robert Johnston
Prof., Speech and Drama
Chicago City College
Ph.D., Northwestern Univ.

FUNDAMENTALS OF SPEECH

Thirty, 45-minute lessons
Three Credit Hours

This course deals in the theory and practice of oral communication. Emphasis is placed upon the development of poise and confidence, delivery and speech organization.

Basic objective of the course is to develop the ability to communicate orally with other people more effectively. The idea of the purpose of human speech as communicative rather than as a means of "impressing" is expounded in this telecourse. The effectiveness of such an idea is judged by whether or not this means of communication reaches through to other people and fulfills satisfactorily the specific purposes of the speaker.

Specific stated objectives of the course are:

—To develop an understanding of the basic principles and concepts in the field of speech by means of the student acquiring a certain amount of knowledge and understanding of the nature, value and sub-areas of speech and of the basic principles underlying all types of human talk;

—To develop poise and self-confidence while speaking in public by means of the student transforming his fears and anxieties into useful energy and controlled emotion;

—To develop effective techniques for selecting, arranging and organizing materials for speech. That is: locating, adapting and shaping materials into a solid, coherent and emphatic presentation;

—To develop desirable verbal, vocal and physical skills for communicating more effectively and integrating them effectively into the content and organization of a speech; and

—To develop standards of evaluating the speech of others through accurate and critical listening in order to analyze the true and significant as distinguished from the distorted and the trivial in human discourse.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: FIRST THINGS FIRST

1. **View Speech as a Whole.**
2. **Develop Poise and Confidence.**
3. **Understand the Concepts of the Speech Community.**
4. **Analyze Every Audience.**

UNIT II: PUBLIC SPEAKING

5. **Choose a Good Subject and Shape a Clear Purpose.**
6. **Gather Materials Wisely.**
7. **Select and Arrange Materials Carefully.**
8. **Build a Useful Outline and Note Cards.**
9. **Rehearse and Present the Speech Effectively.**

UNIT III: THE SPEAKER

10. **Use the Three Tracks: Vision, Sound, Language.**
11. **Vision: Improve Bodily Action.**
12. **Vision: Make Use of the Environment and Visual Aids.**
13. **Sound: Improve Voice and Diction.**
14. **Sound: Improve Pitch, Force, Tempo, Emotional Color.**
15. **Language: Understand the Structure of American English.**

UNIT IV: THE LISTENER

17. **Listen Accurately.**
18. **Listen Critically.**
19. **Examine Evidence, Reasoning, Logic.**
20. **Respond to Sensory Appeals.**
21. **Develop Sensible Standards for Evaluating a Speech.**
22. **Listen to Some of Your Fellow Classmates: An Exercise in Critical Lisetning and Evaluation.**

UNIT V: THE AREAS OF SPEECH

23. **Review the Basic Fundamentals of All Speech.**
24. **Improve Conversation.**
25. **Improve Participation in Group Discussion.**
26. **Improve Oral Reading.**
27. **Improve Televised Speaking.**

UNIT VI: CONCLUSION

28. **Evaluate More of Your Fellow Classmates.**
29. **Plan Your Speech Future.**
30. **Review.**

TEXTBOOKS:

1. **Johnston, R. A., and Link, J.** Improve Your Speech. **4th ed. Chicago: The Cefalu Press, 1963.**
2. **Hall, Edward T.** The Silent Language. **Premier Paperback, 1959.**
3. **Thonssen, Lester, and Finkel, William L.** Ideas That Matter. **Ronald Press, 1961.**

Videotapes of typical lessons from the course—along with a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

SHAKESPEARE

Thirty, 45-minute lessons
Three Credit Hours

Although this series constitutes an introductory course in Shakespeare, it will also contain value to those who have had some previous experience with Shakespearean drama.

The course is a down-to-earth approach to 14 of the Bard's creations which will enable the student to read and understand them as examples of theater art. The 14 plays, presented chronologically in order of increasing complexity, are studied against the colorful background of England's Elizabethan Age.

Stated aims of this course are many: to develop an understanding of the historical period which produced Shakespeare and his contemporaries . . . to develop an understanding of Shakespeare's growth in skill and stature as a dramatist . . . to develop an understanding of the drama as an art form . . . to develop the ability to read Shakespeare's plays with critical comprehension . . . and to develop an appreciation of the value of Shakespeare's plays.

But, perhaps the major objective of the telecourse is to enable each student, at course's end, to read Shakespeare with pleasure and understanding. Emphasis is placed on reading the plays for personal enjoyment, whether or not the student intends to specialize in literature.

TV TEACHER MORRIS TISH is an associate professor of English at Chicago City College. He took his M.A. degree from the University of Chicago and his M.Ed. degree from Chicago Teachers College. Prof. Tish has had 23 years of experience in the teaching field. For more than 20 of those years, he has taught the sophomore Shakespeare course at the Chicago City College's Wilson campus. An article on his specialty, entitled "Heroes Unlimited," appeared in the Spring 1964 issue of Cue magazine. Prof. Tish has delivered many lectures on aspects of Shakespeare to various clubs and literary societies in the Chicago area. Prof. Tish studied under Lord David Cecil at Oxford where he did some post-graduate work after World War II. The professor serves as technical consultant to the Wilson campus theatre group which presents at least one Shakespeare play a year.

AN OUTLINE OF THE COURSE: Lesson Topics

1. **Orientation to Course—Misconceptions about Shakespeare: Elizabethan Life I**
2. **Elizabethan Life II: Shakespeare's Life and Theater**
3. Romeo and Juliet—**Tragedy of Coincidence and Accident**
4. Romeo and Juliet—**Poet versus Playwright**
5. The Taming of the Shrew—**Katherina: The Shrew Type Plus**
6. The Taming of Shrew—**Unbalance of Plots**
7. The Merchant of Venice—**Shylock: Hero or Villain?**
8. The Merchant of Venice—**Incredibility of Plot, Specifically Trial Scene**
9. King Henry IV, Part I—**Historical Background of The War of Roses; Richness of Characterization; Falstaff and Conspirators**
10. King Henry IV, Part I—**Shakespeare's Theme, the Evil of Civil War; Maturity of Plot**
11. King Henry IV, Part II—**Falstaff at Work**
12. King Henry IV, Part II—**Machiavellian Politics; Rejection of Falstaff**
13. Much Ado About Nothing—**Beatrice and Benedick; Personification of Reluctant Witty Lovers**
14. Much Ado About Nothing—**Dogberry and Verges: Typical Native Elizabethan Humor**
15. Twelfth Night—**Complication of Plot Successfully Handled**
16. Twelfth Night—**Blend of Romance and Realism**
17. Hamlet—**Tragedy of Blood; Role of the Avenger**
18. Hamlet—**The Character of Hamlet**
19. Hamlet—**Quantity and Quality of Critical Opinion**
20. Troilus and Cressida—**Shakespeare's Most "Modern" Play; Tragi-Comedy of Disillusionment**
21. Othello—**Shakespeare's Only Domestic Tragedy**
22. Othello—**Iago: Incarnation of Evil for Its Own Sake**
23. Measure for Measure—**Vienna, That Wide-Open Town**
24. Measure for Measure—**"Judge Not, Lest Ye Be Judged"**
25. King Lear—**Shakespeare's Blending and Transfiguration of Source Materials**
26. King Lear—**The Most Profound of Shakespeare's Plays; The Nature of Tragedy**
27. King Lear—**Shakespeare's Conception of Poetic Justice**
28. The Winter's Tale—**"Tell Us a Story"**
29. The Tempest—**Shakespeare's Unique Observance of the Unities**
30. The Tempest **and Summary—The Poetic Drama: Poet AND Playwright**

TEXTBOOKS:

1. Shakespeare's Major Plays and the Sonnets, **ed. by G. E. Harrison (Harcourt, Brace, 1948)**
2. The Taming of the Shrew **by William Shakespeare, The Laurel Shakespeare Edition (Dell Publishing Co.)**

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

AMERICAN LITERATURE FROM COLONIAL PERIOD TO CIVIL WAR

Thirty, 45-minute lessons
Three Credit Hours

TV Teacher: John Queenan

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: THE LITERATURE OF THE COLONIES AND THE REVOLUTION

1. **Purpose and Scope**
   The literature of exploration
2. **The Puritan culture**
3. **Diarists and observers**
4. **Benjamin Franklin**
5. **Benjamin Franklin, Tom Paine, and Thomas Jefferson**
6. **Early development of American nationalisms**

UNIT II: THE EARLY ROMANTIC ERA

7. **Washington Irving**
8. **James Fenimore Cooper**
9. **James Fenimore Cooper**
10. **William Cullen Bryant and early romantic poetry**

UNIT III: ROMANTIC FULFILLMENT: HAWTHORNE, POE, AND MELVILLE

11. **Nathaniel Hawthorne: Backgrounds and biographical data**
12. **Nathaniel Hawthorne:** Twice-Told Tales
12. **Nathaniel Hawthorne:** Mosses from an Old Manse
14. **Nathaniel Hawthorne:** The Scarlet Letter
15. **Nathaniel Hawthorne: Panel discussion**
16. **Edgar Allan Poe: Poetry**
17. **Edgar Allan Poe: Fiction**
18. **Edgar Allan Poe: Fiction**
19. **Edgar Allan Poe: Critical writings**
20. **Herman Melville: Biographical data and short stories**
21. **Herman Melville:** Moby Dick
22. **Herman Melville:** Moby Dick
23. **Herman Melville:** Billy Budd
24. **Herman Melville: Panel discussion**

UNIT IV: NEW ENGLAND TRANSCENDENTALISTS AND BRAHMINS

25. **Ralph Waldo Emerson: Essays**
26. **Ralph Waldo Emerson and Henry David Thoreau**
27. **Henry David Thoreau**
28. **Henry Wadsworth Longfellow**
29. **John Greenleaf Whittier and Oliver Wendell Holmes**
30. **James Russell Lowell—Review**

This course—after briefly considering writers of the Colonial and Revolutionary War Periods—concentrates on Hawthorne, Poe, Melville, Emerson and Thoreau.

Major emphasis will fall on the works, not the authors. But attention will also be given literary history, including such movements as the development of nationalism as reflected in literature of the period. An attempt will also be made to suggest standards of literary criticism that can be applied to all literature.

Rather than referring to the potential student as "taking" this course, teacher John Queenan suggests that the student will be "reading" the course, for reading is the heart of any course in literature.

The stated aims and purposes of the series:

—Familiarization with the writers of our nation whom critics have adjudged outstanding and who have stood the test of time;

—The establishment of personal critical standards which have validity—acquired through the examination of different literary forms and attitudes;

—Increased knowledge of the United States' social and cultural history through a study of its literature;

—Simply, the improvement of the student's reading ability; and

—The providing of a delightful and rewarding experience in itself which helps open doors to a wealth of other experiences.

* * *

TEXTBOOKS:

Bradley, Sculley, R. C. Beatty, E. H. Long, eds. The American Tradition in Literature. **Rev. ed. Volume I. W. W. Norton, 1961.**

Cooper, James Fenimore. The Prairie. **Paper ed., New American Library.**

Melville, Herman. Moby Dick. **Paper ed. Washington Square Press.**

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

AMERICAN LITERATURE FROM CIVIL WAR TO 20TH CENTURY

Thirty, 45-minute lessons
Three Credit Hours

TV Teacher: John Queenan

The principal objective of this course is to give the student an understanding of the works, especially the fiction and poetry, of the most highly regarded writers of the period.

Some attention is devoted to literary attitudes and other phases of literary history, but the chief emphasis is on the reading of the works themselves. Underlying this approach is the idea that an understanding and appreciation of selected works of literature can lead to the formation of standards of literary criticism that can be applied to all works.

The aims of this course are the same as noted for the previously-described course in literature, also taught by Dr. Queenan.

The emphasis in the course is on the close reading of selections themselves. The student concentrates not on biographical or historical backgrounds but on the texts themselves to insure that no overtones of mood or meaning escape his comprehension.

Dr. Queenan notes: "The primary pleasure that we derive from literature is a fulfillment of the whole person as a result of literature's appeal to the emotions, the senses and the intellect. Another value of literature, or perhaps it would be better to say the close analytic study of literature, is the delight that you as humans should feel in the exercise of the intellect for its own sake. If you (the student) can take from this course of study an interest in and respect for intellectual experience, that is in learning for its own sake, you shall have profited greatly."

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: THE NEW AMERICAN POETRY
1. **Purpose and scope of course—definition of poetry**
2. **The poetry of Walt Whitman**
3. **The poetry and prose of Whitman**
4. **Emily Dickinson**
5. **Emily Dickinson; Sidney Lanier; Negro songs and cowboy ballads**
6. **Panel discussion: Whitman and Dickinson**

UNIT II: LOCAL COLORISTS AND HUMORISTS
7. **Local colorists: Bret Harte and Mary E. Wilkins Freeman**
8. **Samuel L. Clemens (Mark Twain):** Adventures of Huckleberry Finn
9. Huckleberry Finn; **"The Man That Corrupted Hadleyburg"**
10. **Clemens' satirical criticism**

UNIT III: THE BEGINNINGS OF REALISM
11. **William Dean Howells; definition of realism**
12. **Henry James; James' early works**
13. **Henry James;** The American
14. **James' later works**
15. **Panel discussion: Henry James**
16. **Henry Adams**

UNIT IV: REALISM AND NATURALISM
17. **Definition of naturalism; Stephen Crane**
18. **Theodore Dreiser**
19. **Theodore Dreiser;** Sister Carrie

UNIT V: EARLY TWENTIETH-CENTURY POETRY
20. **Edwin Arlington Robinson**
21. **Edwin Arlington Robinson and Robert Frost**
22. **Robert Frost**
23. **Carl Sandburg and Vachel Lindsay**

UNIT VI: MODERN AMERICAN FICTION AND DRAMA
24. **Willa Cather**
25. **Sinclair Lewis:** Babbitt
26. **F. Scott Fitzgerald**
27. **Ernest Hemingway**
28. **William Faulkner**

29 and 30. American drama; the little theater movement and Eugene O'Neill

TEXTBOOKS:

Bradley, Scully, R. C. Beatty, and E. H. Long, eds. The American Tradition in Literature, **Vol. 2 (revised). W. W. Norton & Company, 1961.**

Crane, Stephen, The Red Badge of Courage **Washington Square Press.**

Dreiser, Theodore, Sister Carrie, **Signet.**

Howells, William Dean, The Rise of Silas Lapham, **Signet.**

James, Henry, The American, **Signet.**

Lewis, Sinclair, Babbitt, **Signet.**

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

FUNDAMENTALS OF MATHEMATICS

Thirty, 45-minute lessons
Three Credit Hours

The principal object of this course is to develop in the student an understanding of the fundamental concepts of modern mathematics. These concepts include a knowledge of the basic definitions, terminology, assumptions and elementary operations.

Also developed during the series is an understanding of the number system. The student sees the growth of the real number system to include the integers, rational numbers and irrational numbers.

One of the primary purposes of the course is to develop in the student the ability to solve mathematical and applied problems. Skill in the fundamental operations with numbers and symbols is developed. And the solving of applied scientific problems is demonstrated by methods of arithmetic, algebra, geometry and statistical studies.

The student also learns something of the historical background of mathematics. Thus, he comes to more fully appreciate the significant role mathematics has played in advancing our civilization.

The viewer studies the modern systems of sets, truth values and groups . . . and through step-by-step procedures is shown the formation of logical proofs. In this manner is instilled in the student an appreciation of the logical structure and beauty of modern mathematics.

TV TEACHER BERNARD MALINA, associate professor of mathematics at Chicago City College, holds a Master of Science degree from Northwestern University and has been in the teaching field for the past 18 years. His master's thesis on abstract algebra is entitled: "Retracts in Group Theory." In addition to his work on the CCC Wright Campus Professor Malina teaches math methods courses at Illinois Teachers College (Chicago, North) and conducts math institutes for college teachers at the Illinois Institute of Technology.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: MATHEMATICS, SETS, AND LOGICAL SYSTEMS
1. Development of a Logical System
2. Propositions and Truth Values

UNIT II: INTRODUCTION TO ARITHMETIC
3. Natural Numbers
4. Zero, One, and Rational Numbers
5. Operations with Natural Numbers

UNIT III: NUMBER BASES AND DECIMALS
6. Other Number Bases
7. Number Bases and Decimals

UNIT IV: APPLICATIONS OF ARITHMETIC AND GROUPS
8. Approximate and Denominate Numbers
9. Word Problems and Percentage
10. Modular Arithmetic and Groups

UNIT V: INTRODUCTION TO ALGEBRA
11. Signed Numbers
12. Equations and Inequalities

UNIT VI: TWO VARIABLES, GRAPHING, AND FUNCTIONS
13. Algebra and Graphs
14. Functions and Solutions of Systems

UNIT VII: EXPONENTS AND ALGEBRAIC TECHNIQUES
15. Exponents and Scientific Notation
16. Algebraic Operations

UNIT VIII: ALGEBRA—Continued
17. Fractions and Exponents
18. Irrational Numbers and Variation
19. The Quadratic Function
20. Complex Numbers

UNIT IX: GEOMETRY
21. Perimeter and Area
22. Plane and Solid Figures
23. Proportion and Indirect Measurement
24. Euclidean Geometry
25. Geometry—Continued

UNIT X: STATISTICS
26. Statistical Graphs and Measures
27. Measures of Central Tendency and Dispersion
28. Probability

UNIT XI: ASSORTED TOPICS
29 and 30. Assorted Topics; Summary

TEXTBOOK:
Sachs, Rasmussen, and Purcell, Basic College Mathematics, **2nd edition. Boston: Allyn and Bacon, Inc., 1965.**

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

COLLEGE ALGEBRA

Thirty, 45-minute lessons
Three Credit Hours

TV Teacher: Bernard Malina

$$\boxed{R=\left\{a+b\sqrt{2}\;/\;a,b\in I\right\}}$$

Algebra constitutes a foundation stone for the imposing structure known as modern mathematics.

But it is not a subject which caters only to the specialist. Almost everyone, no matter where his interests lie, can derive pleasure and profit from the study of algebra—provided, of course, he possesses an ordinary share of intellectual curiosity.

Those in technical and scientific fields will find algebra the prerequisite for studies in trigonometry, analytic geometry and calculus. And those interested in simply developing their reasoning power through pursuit of a subject which exercises a formal discipline will find in algebra a sterling experience in logical thinking.

In this course, the notion of sets is introduced and used throughout. The concepts of function and relation are examined. Both the theoretical and the computational aspects of algebra are considered.

The stated objectives of this course are to develop: an understanding of the fundamental concepts of modern college algebra . . . the ability to modify and simplify algebraic expressions . . . the ability to solve equations and systems of equations . . . the ability to apply algebra in the solution of physical problems . . . an understanding of mathematical proofs . . . and an appreciation of the logical methods of algebra.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: ALGEBRA AS A LOGICAL SYSTEM

1. Operations on Sets
2. The Real Number System
3. Logical Algebra

UNIT II: ALGEBRAIC PROCESSES

4. Operations of Algebra
5. Products and Factoring
6. Algebraic Fractions
7. Exponents and Radicals

UNIT III: INEQUALITIES AND COORDINATE SYSTEMS

8. Inequalities and Absolute Values
9. Coordinate Systems
10. Conference on the Air

UNIT IV: FUNCTIONS AND THEIR GRAPHS

11. Functions and Graphs
12. The Linear Function and Arithmetic Progressions

UNIT V: THE QUADRATIC FUNCTION

13. The Quadratic Function and Inequalities
14. The Quadratic Function continued
15. Variation and Equations

UNIT VI: SIMULTANEOUS EQUATIONS AND DETERMINANTS

16. Simultaneous Equations
17. Determinants
18. Solutions by Determinants

UNIT VII: POLYNOMIAL FUNCTIONS

19. Polynomial Functions
20. Roots of Polynomial Equations
21. Conference on the Air

UNIT VIII: INVERSE FUNCTIONS AND THE BINOMIAL THEOREM

22. Inverse Functions
23. Permutations and Combinations
24. The Binomial Theorem

UNIT IX: INDUCTION, EXPONENTIAL AND LOGARITHMIC FUNCTIONS

25. Mathematic Induction and Exponential Functions
26. Geometric Progressions and the Logarithmic Function
27. The Logarithmic Function and Compound Interest

UNIT X: COMPLEX NUMBERS

28. Introduction to Complex Numbers
29. Roots and Powers of Complex Numbers
30. Summary.

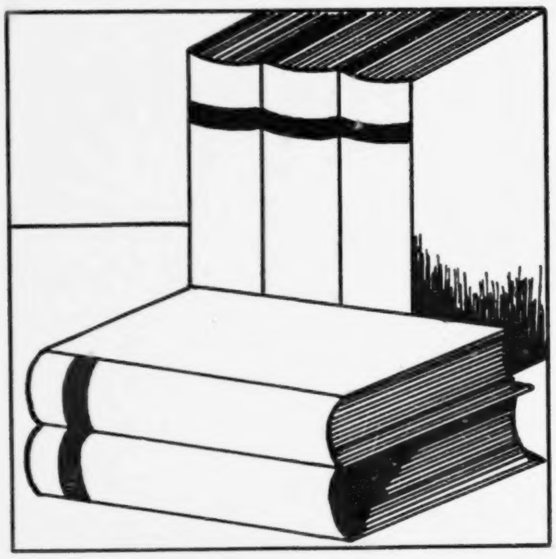
TEXTBOOK:
Vance, Elbridge, P., Modern C[illegible]e Algebra: Addison-Wesley Publishing C[illegible]nc., 1962.

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

LOGIC

Thirty, 45-minute lessons
Three Credit Hours



TV Teacher: William Stevens

Not all thought comes naturally—certainly not logical thought.

The purpose of this course is to help the student develop skills and understandings that will enable him to think straight. Namely: the skill of communicating effectively as a result of a systematic analysis of language ambiguities; skill in making logical inference; an understanding of the relation of logic to science and scientific inquiry; and an understanding of the philosophic implications of logic.

The course has four stated goals: (1) the student must achieve, and learn how to achieve, clarity of thought and expression; (2) the acquisition of some of the elementary techniques of reasoning and inference; (3) an understanding of the relation of logic to science; and (4) an increase in appreciation of the philosophic implications of logic.

In summary—the course deals with four dimensions of logic:

—Semantic, in which the student deals with the problems of the clarification of language;

—Formal logic, in which the student deals with the problems of inference and implication;

—Inquiry, in which the student deals with logical thinking in science and scientific practice; and

—Philosophic, in which the student deals with the problem of the existence of various conceptions of logic itself.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: LANGUAGE, PROPOSITIONS AND SYLLOGISMS
- **1. Introductory Lecture.**
- **A. PROBLEMS IN COMMUNICATION**
  - **2. The Logical Function of Language.**
  - **3. Rules of Symbolism and the Inference of Meaning.**
  - **4. Problems of Ambiguity and the Nature of Definition.**
- **B. PROBLEMS IN VALIDITY: IMMEDIATE INFERENCE**
  - **5. The Categorical Proposition.**
  - **6. Other Types of Propositions.**
  - **7. The Relations between Propositions.**
- **C. PROBLEMS IN VALIDITY: THE STRUCTURE OF INFERENCE**
  - **8. The Categorical Syllogism.**
  - **9. The Categorical Syllogism (continued).**
  - **10. Other Types of Syllogism.**
  - **11. Summary of Unit I.**

UNIT II: LOGIC AND SCIENCE
- **A. HYPOTHESES, CAUSATION AND PROBABILITY**
  - **12. Hypotheses.**
  - **13. Hypotheses concerning Causal Relations.**
  - **14. Nature of Probability.**
  - **15. The Method of Science.**
- **B. A PROBLEM IN EXPERIMENTAL SCIENCE**
  - **16. Reflections of William Whewell.**
  - **17. Reflections of Whewell and John Stuart Mill.**
  - **18. Reflections of John Stuart Mill.**
  - **19. Reflections of Albert Einstein.**
  - **20. Summary of Unit II.**

UNIT III: LOGIC AND PHILOSOPHY
- **21. Problems of Theory and Practice.**
- **22. Logic as Calculation: Thomas Hobbes, I.**
- **23. Hobbes, II.**
- **24. Logic as Problem-Solving: Dewey, I.**
- **25. Dewey, II.**
- **26. Dewey, III.**
- **27. Logic as Dialectic; Plato, I.**
- **28. Plato, II.**
- **29. Plato, III.**
- **30. Concluding Lecture.**

TEXTBOOKS:

Frye and Levi. Rational Belief. **Harcourt & Brace, 1962.**

John Dewey. Essays in Experimental Logic. **New York: Dover Publications.**

Plato. Euthyphro, Apology and Crito. **New York: Liberal Arts Press, 1956.**

Einstein, Albert. Essays in Science. **Wisdom Library, New York, N. Y.**

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

GENERAL PSYCHOLOGY

Thirty-one, 45-minute lessons
Three Credit Hours

This introductory course constitutes a general survey of the facts, principles and methods employed in the study of human behavior.

Dr. Fred McKinney, professor of psychology and a psychologist at the University of Missouri, investigates problems concerned with intelligence, individual differences, learning, remembering, forgetting, personality, individual social behavior—as well as other typical subjects associated with an introductory course.

The course text used is E. R. Hilgard's "Introduction to Psychology (3rd Ed.)" and the accompanying workbook. No other materials are necessary in teaching the course. The course is organized on the basis of two televised lessons per week with a third session planned for small group discussions, recitation and testing with an instructor or graduate assistant in charge.

The University of Missouri, where the course was produced, has successfully taught "General Psychology" by television to more than 2,000 students, with as many as 800 students per semester being enrolled for credit.

Dr. McKinney is author of "The Psychology of Personal Adjustment" and has published numerous scientific pamphlets, booklets and articles widely used in psychology and mental hygiene education. He received both his Bachelor's (1928) and Master's degrees (1929) from Tulane University. He has been at Missouri since shortly after receiving his Ph.D. from the University of Chicago in 1931.

Lecture titles of the course:

Behavioral Science
Human Organism I
Human Organism II
Infancy & Childhood
Infancy & Childhood II
Adolescence & Adulthood
Physiological Motives I
Physiological Motives II
Social Motives
Emotion I
Emotion II
Conflict & Adjustment
Mental Health I
Mental Health II
Nature of Learning I
Nature of Learning II
Management of Learning
Remembering & Forgetting
Thinking, Language, Problem Solving I
Thinking, Language, Problem Solving II
Sensory Basis of Perceiving I
Sensory Basis of Perceiving II
Perception of Objects I
Perception of Objects II
Statistics in Psychology
Individual Differences and Their Testing
Intelligence Testing I
Intelligence Testing II
Nature and Nurture
Personality I
Personality II

TV Teacher:
Dr. Fred McKinney

Videotapes of typical lessons from the course are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY THE UNIVERSITY OF MISSOURI

PHYSICAL SCIENCE
(First General Course)

Thirty, 45-minute lessons
Three Credit Hours

This is a basic physical science course dealing with the non-living portion of the universe and is primarily intended for those students who do not intend to become professional scientists.

Though students enrolled in the course need not have detailed knowledge of science or laboratory techniques they must have a basic understanding of some of the more important scientific principles and, even more important, an appreciation of the scientific attitude and method. During the telecourse, emphasis is placed on the development of concepts and not on the acquisition of a large body of factual material.

Perhaps the concepts which receive the most continuing emphasis throughout the course are: Orderly change is characteristic of the universe in which we live; the antiquity of the earth; the vast size of the universe; and the relativity of motion.

Objectives of the course are to develop an understanding of these fundamental concepts, an understanding of selected facts and definitions, an understanding of the scientific method and its use in developing scientific generalizations and to develop an understanding of the limitations of science.

But perhaps the most important objective of this course is the proper development of the ability to distinguish between observed or experimental fact and opinion. Its importance hinges on the value of promoting an ability to read critically. In discussions of the scientific method, the difference between statements of fact and statements of opinion are pointed out and the student is encouraged to distinguish between these two types of statements in his reading.

Videotapes of typical lessons from the course—along with a sample copy of the accompanying study guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

TV Teacher: Forest Etheredge

OUTLINE OF COURSE: Units and Lesson Numbers

UNIT I: GEOLOGY
1. Introduction and Scientific Method
2. Rock Cycle
3. Minerals and Rocks
4. Weathering and Mass-wasting
5. Geologic Work of Streams
6. Geologic Work of Ground Water
7. Geologic Work of Glaciers
8. Oceans and Continents
9. Diastrophism
10. Volcanism
11. Age of the Earth and the Principles of Historical Geology
12. Geologic History of North America

UNIT II: METEOROLOGY
13. The Earth's Atmosphere
14. Atmospheric Pressure and Circulation
15. Air Masses and Fronts
16. Highs, Lows and Weather Prediction

UNIT III: ASTRONOMY
17. Size, Shape and Motions of the Earth
18. Celestial Sphere
19. Seasons; Latitude and Longitude
20. Time and the Calendar
21. Heliocentric and Geocentric Concepts
22. Gravitation
23. The Moon
24. The Sun, Stars and Planets
25. Origin of the Solar System

UNIT IV: MOTION, WORK AND ENERGY

26. Motion
27. Laws of Motion
28. Free-falling Objects and Projectiles
29. Space Travel
30. Work and Energy

TEXTBOOK:
Allen and Ordway. Physical Science. **Van Nostrand, 1960**

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

MECHANICS AND HEAT

Thirty, 45-minute lessons
Four Credit Hours

This course presents the principles and methods of physics to college students in pre-professional and liberal arts curricula. Physics, because its province is the entire world of things and actions, is the starting point for all the other sciences—astronomy, chemistry and geology.

The student will encounter during the telecourse the fundamental principles of what is known as classical physics. He will study motion and force, work and energy, momentum and impulse, temperature and heat, and wave motion and sound.

Formal course objectives are:

—To obtain a precise understanding of the basic concepts of physics. This is necessary because, in this scientific age, the education of the individual is not complete without a knowledge of the most fundamental branches of science and their historical background;

—To develop an appreciation of the scientist's curiosity about the physical world. This is accomplished through a study of the scientists' quest for knowledge from the time of ancient Greece to the present 20th Century;

—To acquire the ability to solve difficult but important problems in science, even on an introductory level. These problems will help the student to develop a skill in analytical thinking and numerical calculation as well as serve to assist him in putting the basic concepts into practice; and

—To acquire the skills, methods and techniques of the scientist. This is accomplished by means of laboratory experiments. Experiments also make the student become aware of the limitations inherent in all scientific measurements.

OUTLINE OF COURSE: Units and Lesson Topics

UNIT I: INTRODUCTION
1. The Scope of Physics.
2. Mathematics Review.
3. Exponential Notation and Other Techniques.

UNIT II: KINEMATICS
4. Velocity and Acceleration.
5. Problems in Velocity and Acceleration.
6. Falling Bodies.

UNIT III: DYNAMICS
7. Newton's Laws of Motion.
8. Mass and Weight.
9. Problems in Force and Motion; Friction.
10. Theory of Vectors.
11. Projectile Motion.
12. Equilibrium and Torque.
13. Circular Motion.
14. Universal Force of Gravitation.

UNIT IV: ENERGY AND MOMENTUM
15. Work, Energy, Kinetic Energy, and Potential Energy.
16. Conservation of Energy.
17. Momentum and Conservation of Momentum.

UNIT V: ANGULAR CONCEPTS
18. Radian Measurement and Angular Velocity.
19. Angular Acceleration and Rotational Kinetic Energy.
20. Torque and Angular Acceleration.

UNIT VI: HEAT AND THERMODYNAMICS
21. Temperature and Heat; Specific Heat; Changes of State.
22. Mechanical Equivalent of Heat; Calorimetry.
23. Structure of Matter; Thermal Expansion.
24. The Gas Laws.
25. Heat Transfer and the First Law of Thermodynamics.

TV TEACHER ROBERT H. KRUPP, an associate professor at Chicago City College, took his Ph.D. from Illinois Institute of Technology. He taught seven years at the high school level and has been a college instructor for seven years. Dr. Krupp has been published in the Journal of Chemistry and Physics and the Bulletin of the Society of Applied Spectroscopy. He has written three telecourse study guides in physics and physical science and has presented papers to various professional societies. Dr. Krupp has been an instructor for the past three years at summer in-service institutes sponsored by the National Science Foundation. He held a National Science Foundation Faculty Fellowship in 1961-62.

UNIT VII: HYDROSTATICS AND HYDRODYNAMICS
26. Pressure.
27. Fluid Flow.

UNIT VIII: VIBRATIONS AND WAVES
28. Elasticity and Hooke's Law.
29. Simple Harmonic Motion; Pendulum.
30. Waves.

TEXTBOOK:
Beiser, A. The Mainstream of Physics, **1st Ed. Addison-Wesley Publishing Company, Inc., 1962.**

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PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

PHYSICAL GEOLOGY

Thirty, 45-minute lessons
Three Credit Hours

This course deals basically with the processes acting on the earth's surface and interior—mountain building, volcanism, stream erosion and weathering. These processes, acting over long periods of time, have shaped the earth as we know it.

Principal aim of the course is to develop in the student a grasp of selected fundamental concepts essential to an understanding of geology and yet, at the same time, point out the limitations of this and any science. That is—the understanding that certain types of problems cannot be solved by the scientific method (e.g. distinguishing between good and evil).

The course is primarily intended for students who are not going to become professional scientists. Therefore, students need not memorize a large quantity of factual material. Rather, the emphasis is placed on acquiring an understanding of a relatively small number of important concepts.

The course is also designed to develop in the student the ability to distinguish between observed, or experimental, fact and opinion. The student will also be encouraged toward development of an appreciation of the scientific attitude and an appreciation of and interest in nature.

The study guide accompanying the telecourse contains 15 progress tests dealing with the material covered in the series. Each test is 20 questions in length and is designed to cover one week's work.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: INTRODUCTION
1. The science of geology
2. The earth

UNIT II: MINERALS AND ROCKS
3.
4.—Rock-forming minerals
5.
6.—Igneous Rocks and Volcanism
7.
8.—Sedimentary rocks
9. Metamorphic rocks

UNIT III: THE EARTH'S INTERIOR
10.
11.—Structural geology
12.
13.—Earthquakes and the earth's interior

UNIT IV: THE EARTH'S SURFACE
14.
15.—Ground Water
16.
17.—Weathering and mass movement
18.
19.—Stream transportation and erosion
20.
21.—Deserts
22.
23.—Glaciation
24.
25.—The sea
26.
27.—Mountains

UNIT V: GEOLOGIC TIME AND HISTORICAL GEOLOGY
28.
29.—Geologic time and the life of the past
30. Geology of the Chicago Region

TEXTBOOKS:

Putnam, William C. Geology. **Oxford University Press.**

Robertson, Forbes. Physical Geology: Manual of Laboratory Exercises. **Burgess Publishing Co., Minneapolis, Minnesota.**

TV Teacher:
Forest Etheredge

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PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

ELECTRICAL ENGINEERING

CIRCUITS I

Twenty-eight, 50-minute lessons
Four Credit Hours

CIRCUITS II

Twenty-eight, 50-minute lessons
Four Credit Hours

The two courses noted above form the two-semester sequence of this first course in electrical engineering. Two recitations and one laboratory period per week complete the planned courses of study. Objective of Circuits I is to give the student the ability to analyze resistive circuits of reasonable complexity. Circuits II is designed to aid characterization of impedance and admittance functions and to interpret the natural and forced responses of simple RLCM networks.

TV instructor William Hart Hayt Jr. is chairman of the School of Electrical Engineering at Purdue University. He has served as consultant to many industrial research and engineering companies. He took his Ph.D. from the University of Illinois in 1954, has written numerous articles for professional journals and has co-authored the book, "Engineering Circuit Analysis," the primary text for this telecourse. Dr. Hayt holds membership in many electrical and engineering societies.

Lecture Titles for the two courses:

TV TEACHER WILLIAM HART HAYT JR. is chairman of the School of Electrical Engineering at Purdue University. In addition to his teaching duties, he has served at various times as a consultant to many industrial research and engineering companies. He received his Ph.D. from the University of Illinois in 1954. Dr. Hayt has written numerous articles for professional journals and co-authored the book, *Engineering Circuit Analysis*, the primary text for this series.

CIRCUITS I

Current, voltage, power and the circuit element; Ohm's law, Kirchoff's law and the single loop circuit; Single Node pair circuit, resistance and source combination; Voltage and current division, determinants; Mesh Analysis; Mesh Analysis, Part II; Nodal Analysis; Source Transformations; Linearity and Superposition; Thevenin's and Norton's Theorems; The inductor and capacitor; RLC circuit fundamentals, duality; The simple RL circuit and the exponential response; More general RL circuits; The RC circuit; The unit-step function and the complete response of RL and RC circuits; The source-free parallel RLC circuit; The series RLS circuits, complete response of RLC circuits; The sinusoidal forcing function; Complex numbers; Complex powers and roots, the complex forcing function; The Phasor; Impedance and admittance; Sinusoidal steady-state response; Phasor diagram; Frequency response; Average power and the watt-meter; Effective value, power factor and complex power.

CIRCUITS II

Review of complete response; Exponential forcing function; Frequency response; Complex frequency; Z(s), Y(s) and the complex-frequency plane and natural response; Immittance loci; Immittance loci, Part II, Parallel resonance; Parallel resonance, Part II; Series resonance; Other forms of resonant circuits; Scaling; Mutual inductance; Energy considerations, the air-core transformer; the ideal transformer; One-port networks; Admittance parameters; Topology, loop equations; Nodal equations and the choice between loop and nodal methods; Single-phase and two-phase three-wire systems; Three-phase Y-Y connection; The delta connection; Power measurement in three-phase systems; Fourier series; Fourier series, Part II.

A detailed teacher's manual gives reading assignments, problem assignments and allied laboratory exercises for each week's work. A listing of several suggested supplementary reading texts is also included.

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's manual—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY PURDUE UNIVERSITY

DESCRIPTIVE ASTRONOMY

Thirty, 45-minute lessons
Three Credit Hours

TV Teacher: Forest Etheredge

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: THE EARTH
- **1. The Science of Astronomy**
- **2. The Earth**
- **3. The Sky**
- **4. The Earth's Motions**
- **5. Time Measurement**
- **6. The Calendar**

UNIT II: THE SOLAR SYSTEM
- **7. Distance Measurement**
- **8. The Moon's Motions**
- **9. Motions of the Planets (I)**
- **10. Motions of the Planets (II)**
- **11. Gravitation**
- **12. Astronomical Instruments**
- **13. The Moon and Planets**
- **14. The Minor Planets and Meteors**
- **15. Comets**
- **16. The Sun (I)**
- **17. The Sun (II)**

UNIT III: THE STARS
- **18. The Stars (I)**
- **19. The Stars (II)**
- **20. Binary Stars**
- **21. Stellar Atmospheres (I)**
- **22. Stellar Atmospheres (II)**
- **23. Variable Stars**

UNIT IV: THE UNIVERSE
- **24. Interstellar Matter**
- **25. Star Clusters**
- **26. Energy and the Life History of Stars (I)**
- **27. Energy and the Life History of Stars (II)**
- **28. The Galaxy**
- **29. Other Galaxies**
- **30. Cosmogony**

TEXTBOOKS:

1. **McLaughlin, Dean.** Introduction to Astronomy. **Houghton-Mifflin, 1961.**
2. **Levitt, I. M. and R. K. Marshall.** Star Maps for Beginners. **Philadelphia: Franklin Institute, 1961.**

This course serves an an introduction to the science of astronomy for those students who, although they do not plan to become professional scientists, wish to know more about the universe in which they live.

Although treatment of the material is essentially non-mathematical, emphasis is placed upon understanding fundamental astronomical concepts. The students are encouraged to make certain elementary astronomical observations for themselves with a view to acquiring a better understanding of astronomy and encouraging in them what may become a life-long interest in the science as an avocation.

The selected fundamental concepts essential to an understanding of astronomy include: the heliocentric solar system, the law of universal gravitation, and the evolution of the stars and of the universe itself. The historical approach to the development of these astronomical concepts provides the best basis for understanding, as well as the best method of achieving this objective.

As in the Physical Geology course, also taught by Mr. Etheredge, the ability to distinguish between observed, or experimental, fact and opinion . . . and the development of an appreciation of the scientific attitude and of an interest in nature are also fostered.

Homework assignments and progress tests form the basic material found in the study guide which accompanies the course. A study guide insert contains a reading selection on "Time and the Calendar."

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

SOCIAL SCIENCE (First General Course)

Thirty, 45-minute lessons
Three Credit Hours

This course deals with the fascinating topic of why man acts, thinks and feels as he does—why he treats his fellow man well or ill, why he thinks clearly or distorts, why he loves, hates, fears and feels guilt or shame.

To gain insight into these provocative matters, this series examines current scientific explanations and knowledge of man's nature and the importance of groups in human behavior. This systematized look at man and his nature draws upon the latest findings of workers in the social science fields of psychology, sociology and anthropology.

Stated objectives of the course are many. The student will increase his understanding of his own behavior and the behavior of others by increasing his conceptual knowledge in the social sciences area and from consequent practice in using this new knowledge through observation and contact.

The viewer will also hopefully increase his ability to make valid judgments about the causes and forms of group phenomena . . . and add to his knowledge in the area of basic concepts underlying social science methodology. He will also develop his ability to recognize and understand different points of view resulting from exposure to different theoretical approaches to social science.

The student will also hopefully develop an appreciation for the need to appraise his own value system in dealing with current social problems and will attain a degree of social sensitivity in recognizing the interrelatedness of the individual with the social scene.

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: HUMAN NATURE AND ITS DETERMINANTS

1. Introduction to the Course.
2. Social Science Methods.
3. Psychoanalytic Theory.
4. The theory of the Symbolic Interactionists.
5. Civilization and Discontents.
6. The Culturalists' View of Man: Benedict, Dewey.
7. Cultural Variability.
8. Culture and Personality—The Alorese.
9. Folk-Urban Types.
10. Contrasting Views of Man and Society —Implications.

UNIT II: CONTEMPORARY AMERICAN SOCIETY

11. Changing Technology: Mechanization and Automation.
12. Science and Education.
13. Population: Movements and Growth.
14. Social Class.
15. Social Class Influences.
16. The Open or Closed Society—a Panel.
17. The Changing Family.
18. Changing Groups: Ethnic and Racial.
19. Voluntary Groups.
20. The Roles of Government.

UNIT III: MODERN MAN: ALIENATION—INTEGRATION

21. Disintegrative Forces in Modern Society.
22. Alienation in Modern Man: Delinquency.
23. Alienation: The Industrial Worker.
24. Alienation: Youth and the Aged.
25. Integrative Forces.
26. The Democratic Value of Equality.
27. Theories of Prejudice and Discrimination.
28. Discrimination: The Target Groups.
29. The Legal Attack on Discrimination.
30. Action Groups: A Summary Panel.

TV Teacher: Francis Gaul

TEXTBOOKS:

Weinberg, Meyer, & Oscar Shabat. Society and Man, **2nd edition, 1965. Prentice-Hall, Inc.**

Du Bois, Cora. People of Alor, **Vol. I. Harper Torch Books, Harper & Row**

Benedict, Ruth. Patterns of Culture. **Mentor Books, New American Library.**

Hall, Calvin. Primer of Freudian Psychology. **Mentor Books, New American Library.**

Vidich, Arthur & Joseph Bensman. Small Town in Mass Society: Class, Power and Religion of Rural Community. **Anchor Books and Anchor Science Study Series, Doubleday & Co., Inc.**

Four Bobbs-Merrill Reprints of articles in the Social Sciences, Nos. S-53, S-81, S-229, S-302.

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

SOCIAL SCIENCE
(Second General Course)

Thirty, 45-minute lessons
Three Credit Hours

TV TEACHER LEON NOVAR is an associate professor at Chicago City College on the Wilson Campus. He holds a Ph.D. in International Relations from the University of Chicago and has 11 years of teaching experience. Dr. Novar has an extensive background of study and teaching in modern European history, American history, comparative government, American government, international relations, Russian and Soviet history and politics, Communist history and theory and the modern history and political development of the Middle East. He has taught graduate courses in a number of these subjects at the Universityof Chicago and University of Illinois. Dr. Novar has also given seminars in political power and organization to labor leader seminars at Roosevelt University in Chicago. In 1952-53 he was the recipient of a Ford Foundation Fellowship for the study of the Middle East and in 1954-55 was a University Fellow at the University of Chicago. Dr. Novar has contributed to four studies dealing with Belorussia, Czechoslovakia, Poland and the Ukraine published in 1955 as the *Human Relations Area Files* (New Haven, Conn.). He has traveled extensively over the United States and logged wartime travel in France, Belgium, the Netherlands and Czechoslovakia.

This course is concerned with the political and economic organization of modern society and the problem of individual freedom.

Underlying the presentation of this course is the following value judgment: those political and economic principles and practices are desirable which maintain or extend the scope of individual freedom; those which limit or diminish the area of individual freedom are undesirable.

In the light of this premise, the Social Science course strives to illuminate the nature and functions of the state and government, examining a variety of points of view and proposals for the political organization of society. Particular attention is paid to the methods of political organization and the problems of maintaining government in a democracy.

Because the political aspects of modern society cannot be studied in isolation, an investigation of the interrelationship between the political and economic aspects receive a good deal of attention throughout the series.

The student-viewer is acquainted with the historical development of the market system of economic organization dominant in Western society. In so doing, the student comes to identify the major problems of the American economy and study them in the context of the political and social objectives of American society.

The following points receive particular stress during the course:

The interrelatedness of all human behavior . . . the need for concreteness in the understanding of the theoretical (theory is always related to reality) . . . the virtue of cosmopolitanism of outlook in the social scientist . . . and the unrelenting demands of relevance (the controversial is explored during the course if it seems relevant).

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: MAN AND HISTORY
1. **Approaches Toward An Understanding of the Modern World**

UNIT II: THE NATURE OF GOVERNMENT AND THE STATE
2. **The Roots of Government**
3. **The Conduct of Government: Ends and Means**

UNIT III: CONFLICTING POLITICAL IDEALS OF TODAY
4. **Liberalism, I**
5. **Liberalism, II**
6. **Liberalism, III**
7. **Conservatism, I**
8. **Conservatism, II**
9. **Conservatism, III**
10. **Marxism**
11. **Soviet Communism**
12. **The Evolution of Communism**

UNIT IV: DEMOCRACY IN THE MODERN WORLD
13. **Classical Democratic Theory and Its Critics, I**
14. **Classical Democratic Theory and Its Critics, II**
15. **The Limits and Possibilities of Democratic Government**

UNIT V: DEMOCRATIC GOVERNMENT IN AMERICA
16. **Constitutional Principles of American Government**
17. **Ideology, Interest Groups and Policies in the United States**
18. **The Attack on the Supreme Court: A Case Study of Checks and Balances**

UNIT VI: THE ECONOMIC ORDER AND THE IDEAS OF THE GREAT ECONOMISTS
19. **The Economic Revolution**
20. **The Laissez Faire Economists**
21. **Capitalism's Big Critic—Karl Marx**
22. **Twentieth Century Economists and Modern Capitalism, I**
23. **Twentieth Century Economists and Modern Capitalism, II**
24. **Beyond the Economic Revolution**

UNIT VII: THE WORLD TRANSFORMED
- **25 and 26. The Revolutions of Our Time**

27. **The Emergence of the Non-Western World**
28. **The Non-Western World: Hopes for the Future**

UNIT VIII: THE SHAPE OF THE FUTURE
29. **Automation and the Future**
30. **The Future As History**

TEXTBOOKS:

Carr, E. H. The New Society. **Bacon Press, 1951.**

Heilbroner, Robert L. The Worldly Philosophers. **Rev. ed. Simon and Schuster, 1961.**

Hunt, Elgin F. and Karlin, Jules. Society Today and Tomorrow. **Macmillan Company, 1961.**

Lippmann, Walter. The Public Philosophy. New York: New American Library, 1955.

Mendel, Arthur P. (ed.) Essential Works of Marxism. **New York. Bantam Books, 1961.**

Schapiro, J. Salwyn. Liberalism: Its Meaning and History. **Princeton, New Jersey. D. Van Nostrand Company, Inc., 1958.**

Viereck, Peter. Conservatism. **Princeton, New Jersey. D. Van Nostrand Company, Inc., 1956.**

Ward, Barbara. The Rich Nations and the Poor Nations. **W. W. Norton, 1962.**

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

NATIONAL GOVERNMENT

Thirty, 45-minute lessons
Three Credit Hours

Content of this course revolves about how man behaves as a political animal—and has behaved in the past—in the scheme of American democratic government.

Emphasis is placed on four key elements in political behavior—the way public decisions are made . . . the meaning and the uses of power . . . the nature and the uses of political ideas . . . and the structure and operations of political institutions.

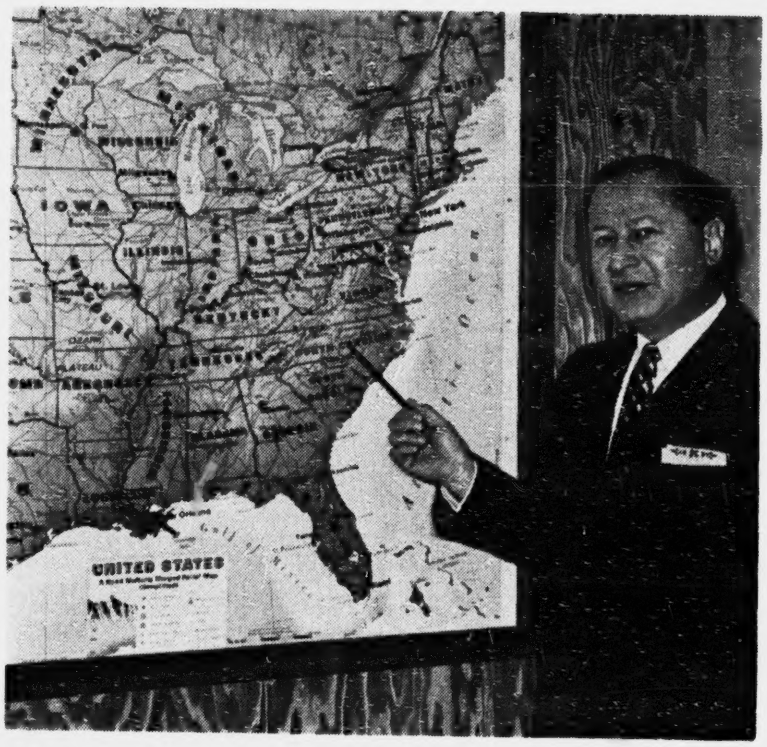
The key point of every lesson in this series revolves about the development in the student of an understanding of principles and concepts used in the field of American political institutions—the vocabulary, the names and background of government leaders and political figures, and the history of American political life and its institutions.

The student is also made to appreciate the role of the individual in national government. Such an objective is a highly important element of this course for the political practices of individuals emphasize the diversity of viewpoints and the reconciliation of positions.

Also fostered in the student is the ability to analyze and interpret data concerning governmental and political affairs . . . and the ability to report in writing his feelings and opinions regarding national governmental problems and political affairs.

Also hopefully instilled in the student is the development of a familiarity with dependable sources of information concerning national political problems . . . and finally—and probably most important—the development in the student of broad and continuing interests in the fields of national governmental concern.

Videotapes of typical lessons from the course—along with a sample copy of the accompanying teacher's guide—are available for previewing purposes upon request from Great Plains Library. There is no charge for this service. The potential user should understand, however, that only a few representative lessons from the course are available as a part of this "no obligation" sampling service.



TV TEACHER HARVEY M. KARLEN, in teaching his National Government telecourse, draws upon considerable experience from time spent in Washington, D. C., over the years where he studied governmental processes and personalities in important governmental positions. Professor Karlen took his Ph.D. from the University of Chicago. He has 20 years of teaching experience. Dr. Karlen taught political sciences courses at City College of New York from 1946-1950. He also taught in the Labor Education Divisions of Roosevelt University in Chicago and at Illinois Teachers College, Chicago South, where he conducted various specialized courses for adults and for advanced students. Dr. Karlen has served as political education consultant for the Hotpoint Company and as planning consultant for the Chicago Department of City Planning. He has authored a number of books including: *American Government Essentials.* (Chicago: Courier Pub. Co., 1964); *Politics: What's In it For You.* (Chicago: The Hotpoint Co., 1959); and *The Governments of Chicago* (Chicago: Courier Pub. Co., 1958).

AN OUTLINE OF THE COURSE: Units and Lesson Topics

UNIT I: DEVELOPMENT OF AMERICAN CONSTITUTIONAL FOUNDATIONS

1. Introduction to the course and to the nature of politics
2. The American problem of political values
3. Colonial political experience
4. The Declaration of Independence and Confederation
5. Making and Ratifying the Constitution
6. The "living" Constitution
7. The development of the Federal system
8. The problems and prospects of Federalism

UNIT II: THE DETERMINATION OF PUBLIC POLICY: THE POPULAR PROCESS

9. Public opinion and public policy
10. Interest groups and the general welfare
11. Party organization and local sovereignty
12. Party organization and local politics
14. Political behavior
15. Issues of the 1964 elections

UNIT III: THE DETERMINATION OF PUBLIC POLICY: THE GOVERNMENTAL PROCESS

16. The Presidency and the governmental system
17. The President and his roles
18. The President and the administration
19. Congress as a formulator of policy
20. The problems of Congressmen in a democratic society
21. The President and Congress in the 1960's
22. An analysis of the November election returns
23. The bureaucracy and its operations

UNIT IV: THE COURTS AND THE JUDICIAL PROCESS

24. Court organization and the judicial function
13. The nominating and electing process
25. Federal courts in the political process
26. Judicial review and popular government
27. Problem of controlling leadership in a democracy
28. Procedural Rights: "Due Process" and "Equal Protection"
29. Civil Rights and the First Amendment
30. Some basic problems of democracy today

TEXTBOOKS:

1. **Bone, Hugh and Ranney, A.,** Politics and Voters: **McGraw-Hill, Foundations of Am. Govt. paperback, 1963.**
2. **Irish, M. O., ed.,** Continuing Crisis in American Politics: **Prentice-Hall, 1963.**
3. **Peltason, Jack W.,** Federal Courts in the Political Process: **Random House PS 25, 1955 or later edition.**
4. **Rossiter, Clinton,** The American Presidency: **Mentor ed. MT 454, 1960 or later.**

PRODUCED BY CHICAGO'S TV COLLEGE AT WTTW-TV

FORD FOUNDATION Kinescopes

An historically significant collection of kinescope recordings embracing a wide cross section of the instructional television utilization field is now available from the Great Plains Instructional Television Library.

The material was produced between the years of 1958 and 1963 and collected through the Ford Foundation's National Program for the Use of Television in Public Schools. The Program was in operation from 1957 to 1964.

The kinescopes have been used to widen the reach and understanding of ITV utilization and to supplement conventional teacher training programs. The programs are particularly valuable in that they show a wide range of techniques employed by various teachers.

In the past, the recordings have been circulated to ITV stations and were screened at various teacher workshops to show teachers just what was being accomplished in the field. The collection includes both examples of American ITV and what is being done in the ITV field in Europe.

Basic purpose of the National Program was to determine whether television could be used practically to teach large classes as effectively as small classes. The findings of the Program were favorable and officials noted that, in addition to its teaching effectiveness, television also promoted better library utilization, more effective planning of courses, more extensive coverage of material and the utilization of superior teachers for instruction—not only in a television situation but in actual classrooms with a large student population.

Responsible for the collection work were Dr. Herold C. Hunt, Charles W. Eliot Professor of Education at the Harvard Graduate School of Education; Theodore R. Conant, Director of Special Educational Services for the WGHB-TV Educational Foundation in Boston; and Brenda Cox, an Administrative Assistant for the Ford Foundation.

There is a $10 service fee due the Library for the use of each reel. This fee covers handling and shipping charges plus required cleaning of the film. Under the $10 service fee arrangement the material may be screened as many times as desired within a seven-day period from receipt.

NOTE: THE KINESCOPES MAY *NOT* BE TELEVISED IN ANY MANNER . . . BUT MUST BE PRIVATELY SCREENED ON A NON-COMMERCIAL BASIS FOR DEMONSTRATION PURPOSES ONLY. ANOTHER STIPULATION REQUIRES THAT THE MATERIAL BE SCREENED ONLY WITHIN THE UNITED STATES.

The Ford Foundation Kinescopes available from Great Plains Library are listed in the following special catalog section. Each title is summarized. The information includes: title of the presentation, running time, producer, subject area of the presentation, highlights, its possible use-applications, and a synopsis of the material.

Because only one print of each program is available, we ask that when you request the material you note several alternate dates when the kinescopes are desired for screening. Please order by number and title.

1. ACCENT ON MUSIC

TIME	30 minutes
PRODUCER	WGBH-TV
SUBJECT AREA	Music
POSSIBLE USE	Production technique
SYNOPSIS	Film reviews instrument family making up an orchestra.

2. ADVENTURES IN AMERICAN LITERATURE

TIME	30 minutes
PRODUCER	Detroit Public Schools
SUBJECT AREA	American Literature
HIGHLIGHTS	Includes segment of music, illustrations revealing life in Mississippi as Faulkner saw and wrote it
POSSIBLE USE	Classroom teacher utilization
SYNOPSIS	Social problems of South studied as seen in works by Faulkner.

3. AIRBORNE TELEVISION

TIME	12 minutes
PRODUCER	MPATI
SUBJECT AREA	Operation airborne television
HIGHLIGHTS	Good sound effects used
POSSIBLE USE	Classroom teacher utilization; television production classes
SYNOPSIS	Student responses, parent-teacher reactions show how ITV improves school curriculum. Recommended demonstration viewing.

4. ALGEBRA

TIME	20 minutes
PRODUCER	Nova Scotia Schools
SUBJECT AREA	Algebra
POSSIBLE USE	Television teacher utilization
SYNOPSIS	Lesson presents method of solving equations by graphs.

5. ALGEBRA

TIME	30 minutes
PRODUCER	Pennsylvania State University
SUBJECT AREA	Algebra
HIGHLIGHTS	Printed problems followed by answers. Time on problems given by tone signal.
POSSIBLE USE	Illustrates types of production techniques
SYNOPSIS	Teacher presents series of problems based on material developed in the lesson,

6. AMERICAN LITERATURE (Franklin to Frost)

TIME	30 minutes
PRODUCER	MPATI
SUBJECT AREA	American Literature
HIGHLIGHTS	Split screen technique used effectively
POSSIBLE USE	Production technique
SYNOPSIS	Readings of Dickinson's poems with analysis of the meter used.

7. ART—Correspondence Study

TIME	30 minutes
PRODUCER	KUON-TV
SUBJECT AREA	Art—High School
HIGHLIGHTS	Overhead mirror produces effect of viewing over the shoulder of the artist
POSSIBLE USE	Production techniques for producing art programs
SYNOPSIS	Television teacher explores use of the line to give shape, pattern design, emphasizes painting, techniques.

8. BIOLOGY—The DNA Molecule and Replication

TIME	22 minutes
PRODUCER	CBC
SUBJECT AREA	Biology
HIGHLIGHTS	Good model of portion of DNA molecule
POSSIBLE USE	Production, television teacher utilization
SYNOPSIS	Program explores world of cells and chemical agent controlling replication—Deoxyriba Nuclei Acid.

9. BONJOUR LES ENFANTS

TIME	20 minutes
PRODUCER	MPATI
SUBJECT AREA	Elementary French
HIGHLIGHTS	Drawings, photos, model house rooms, furniture used to visualize words
POSSIBLE USE	Television teacher training
SYNOPSIS	Teacher identifies common objects using pictures, models; teaches song without using musical instrument.

10. BONJOUR LES ENFANTS

TIME	20 minutes
PRODUCER	MPATI
SUBJECT AREA	Elementary French
HIGHLIGHTS	Puppet theatre used
POSSIBLE USE	Teacher/producer training
SYNOPSIS	Everyday family activities become subject for French lesson. Recommended for demonstration viewing.

11. BROADENING HORIZONS

TIME	25 minutes
PRODUCER	Tri-County
SUBJECT AREA	Orientation to ETV
POSSIBLE USE	Orientation for ETV groups
SYNOPSIS	Dr. Alexander Stoddard discusses ETV and role it can play in education. Recommended for demonstration viewing.

12. CHEMISTRY

TIME	20 minutes
PRODUCER	Nova Scotia Schools
SUBJECT AREA	Chemistry
HIGHLIGHTS	Direct television chemistry demonstrations. Excellent close-up camera work
POSSIBLE USE	Utilization training for television teachers
SYNOPSIS	Instructor demonstrates, with close-ups, methods of purifying water.

13. (The) CREATION

TIME	10 minutes
SUBJECT AREA	Literature
HIGHLIGHTS	Excellent art direction
POSSIBLE USE	Production art techniques
SYNOPSIS	Story of the creation of the world told in pictures.

14. ENGLISH (9th Grade)

TIME	15 minutes
SUBJECT AREA	English
HIGHLIGHTS	Archery is used as a teaching aid
POSSIBLE USE	Recommended for television teacher training
SYNOPSIS	Archer-teacher hits "deer's eye" demonstrating how to select correct modifier.

15. ENGLISH LITERATURE (10th Grade)

TIME	25 minutes
PRODUCER	CBC
SUBJECT AREA	English Literature
HIGHLIGHTS	Dramatic lighting, use of film clips, effective superimpositions, excellent art direction
POSSIBLE USE	Production and utilization training
SYNOPSIS	Book characters discussed; reading of Steinbeck's *Flight* is focus of production. Recommended for demonstration viewing.

16. EQUIPPING SCHOOLS FOR TELEVISION

TIME	30 minutes
PRODUCER	MPATI
SUBJECT AREA	ETV plans for a school
HIGHLIGHTS	Clear, understandable charts, diagrams
POSSIBLE USE	Orienting ETV groups, organizations
SYNOPSIS	MPATI official discusses specifications for equipping a school with central television distribution system.

17. EVALUATION TELEVISION INSTRUCTION

TIME	30 minutes
PRODUCER	MPATI
SUBJECT AREA	ETV/ITV evaluation of MPATI
HIGHLIGHTS	Charts
POSSIBLE USE	Educators, parents, classes in educational television
SYNOPSIS	Outline goals of central, local MPATI research on the successes, failures of ITV.

18. (The) EVOLUTION OF LIFE

TIME	15 minutes
PRODUCER	CBC
SUBJECT AREA	Biology
HIGHLIGHTS	Good lighting, utilizes film clips
POSSIBLE USE	Training
SYNOPSIS	Introduction to the world of invertebrates.

19. EXCERPTS FROM TELEVISION LESSONS

TIME	23:30 minutes
PRODUCER	MPATI
SUBJECT AREA	Sampler of MPATI programs
POSSIBLE USE	Production, utilization; general use
SYNOPSIS	MPATI Director of Course Development presents samples of language, science, history courses for television.

20. EXPLORING NATURE

TIME	30 minutes
PRODUCER	WGBH-TV
SUBJECT AREA	Elementary Science
HIGHLIGHTS	Film clips, micro-photography
POSSIBLE USE	Television teacher utilization
SYNOPSIS	Film traces reproductive cycle rock weed (minnow) and cycle of rabbit.

21. EXPLORING NATURE

TIME	30 minutes
PRODUCER	WGBH-TV
SUBJECT AREA	Elementary Science
HIGHLIGHTS	Uses film clips, animated illustrations, diagrams
POSSIBLE USE	Television teacher utilization
SYNOPSIS	Experimental program on nature of the internal ocean of blood.

22. EXPLORING THE EDGE OF SPACE

TIME	20 minutes (color)
PRODUCER	ETS of Princeton, New Jersey
SUBJECT AREA	Science
HIGHLIGHTS	Research film clips, still photos used to tell story of space research using balloons
POSSIBLE USE	Production techniques
SYNOPSIS	Films show actual launchings, ascents to edge of space; traces historical development of balloons. Recommended for demonstration viewing.

23. (The) FLOW OF LIFE

TIME	20 minutes (color)
PRODUCER	ETS for MPATI
SUBJECT AREA	Biology
HIGHLIGHTS	Fine micro-photography of living tissue. Excellent production.
POSSIBLE USE	Classroom enrichment; production training
SYNOPSIS	Description of essence of microcirculation within the body. Related experiments show importance of study of microcirculation. Recommended for demonstration viewing.

24. FOCUS

TIME	29 minutes
PRODUCER	WGBH-TV
SUBJECT AREA	Social Studies
HIGHLIGHTS	Still photos of social conditions in non-western countries
POSSIBLE USE	Television teacher utilization
SYNOPSIS	Teacher discusses problem of "exporting" democracy to peoples of non-western world.

25. GEOMETRY

TIME	20 minutes
PRODUCER	CBC for Nova Scotia Schools
SUBJECT AREA	Geometry
HIGHLIGHTS	Pegboard used as background upon which a circle is bisected
POSSIBLE USE	Television teacher utilization; production techniques
SYNOPSIS	Film is introduction to a major unit of work in Grade 11 geometry. Helpful for teacher with little background in teaching ma

26. GEOMETRY

TIME	30 minutes
PRODUCER	MPATI
SUBJECT AREA	Geometry
HIGHLIGHTS	New terms superimposed on screen, excellent visuals. Recommended for demonstration viewing.
POSSIBLE USE	Classroom utilization
SYNOPSIS	Dihedral angle is discussed using labeled models to illustrate concepts. Helpful for teacher with little or no math background.

27. GEOMETRY

TIME	31 minutes
PRODUCER	Oklahoma City Schools
SUBJECT AREA	Geometry
HIGHLIGHTS	Utilizes rear screen for illustrating problems
POSSIBLE USE	In-service training of television, classroom teachers
SYNOPSIS	Instruction on parallel planes theorem shows complementary functions of television and classroom teacher.

28. INTERVIEW WITH DR. STODDARD

TIME	22 minutes
PRODUCER	KUON-TV
SUBJECT AREA	ETV and Ford Foundation
POSSIBLE USE	Orienting ETV/ITV groups; ETV seminars
SYNOPSIS	Discussion of Ford Foundation involvement in ETV experiments; three approaches to ETV/ITV programming.

29. KNOW YOUR SCHOOLS

TIME	30 minutes
PRODUCER	Dade County, Florida, Public Schools
SUBJECT AREA	How television is employed in schools
HIGHLIGHTS	Variety of production techniques
POSSIBLE USE	Classroom, television teacher utilization; uses of television in teaching
SYNOPSIS	Representative sampling of television used in classes.

30. LIGHT

TIME	29 minutes
PRODUCER	WGBH-TV
SUBJECT AREA	Elementary Science
HIGHLIGHTS	Demonstration shows properties of light
POSSIBLE USE	Television teacher utilization; production techniques
SYNOPSIS	Simple, unique experiments used to show characteristics of light.

31. LISTEN, SPEAK, LEARN

TIME	12 minutes (color)
PRODUCER	Rheem-Califone Corp.
SUBJECT AREA	Language lab utilization
HIGHLIGHTS	Varied operations of language lab are shown
POSSIBLE USE	Classroom utilization; foreign language
SYNOPSIS	Film shows techniques of using language lab to teach a foreign language. Recommended for demonstration viewing.

32. LIVING SCIENCE FOR TEACHERS

TIME	30 minutes
PRODUCER	KUON-TV for NCET
SUBJECT AREA	Science—In-service
POSSIBLE USE	Television, classroom teacher utilization
SYNOPSIS	Weather bureau expert explains how weather is caused.

33. THE LIVING WORLD
(Development of Man)

TIME	25 minutes
PRODUCER	WHYY-TV
SUBJECT AREA	Biology
HIGHLIGHTS	Effective use of superimpositions
POSSIBLE USE	Television teacher utilization; production techniques
SYNOPSIS	Development of man seen in Java, Neanderthal, Cro-Magnon men.

34. (The) LIVING WORLD (Insects)

TIME	25 minutes
PRODUCER	WHYY-TV
SUBJECT AREA	Biology
HIGHLIGHTS	Use of film clips to show destructive insects at work
POSSIBLE USE	Production
SYNOPSIS	Film clips, illustrations show effects of insects on health, history, economy.

35. MATHEMATICIAN AND THE RIVER

TIME	20 minutes (color)
PRODUCER	ETS for MPATI
SUBJECT AREA	Applied Mathematics
HIGHLIGHTS	Color photography. Scale model of Mississippi; Ohio-Missouri rivers system well used.
POSSIBLE USE	Classroom enrichment; production training; ideas in mathematics.
SYNOPSIS	Mathematicians role in controlling elements about him; formulas designed to control flooding of major river systems.

36. NEUTRONS AND HEART OF MATTER

TIME	20 minutes (color)
PRODUCER	ETS
SUBJECT AREA	Natural Science
HIGHLIGHTS	A complex subject told in easy terms. Fine photography. Well edited. Creatively directed.
POSSIBLE USE	Classroom enrichment; production training
SYNOPSIS	Mr. D. J. Hughes takes us behind the scenes at Brookhaven Lab. A research process involving sub-atomic particles is revealed. Excellent animation explains processes seen.

37. NEW LIVES FOR OLD

TIME	20 minutes (color)
PRODUCER	ETS
SUBJECT AREA	Cultural Anthropology
HIGHLIGHTS	Documentation of a vanishing way of life. Location, New Guinea
POSSIBLE USE	Classroom enrichment
SYNOPSIS	Remains of an old village are traveled via diorama. Change, to present mode, via location filming. Rituals and artifacts compared.

38. NON AND MAI TROPPO TARDI

TIME	35 minutes
PRODUCER	Distributed by Brenda A. Coy
SUBJECT AREA	Literacy
HIGHLIGHTS	Program makes use of pantomime, robot model, line drawings, vu-graph projections
POSSIBLE USE	Production utilization; general application
SYNOPSIS	Pantomime used to teach everyday happenings and experiences. (In Italian)

39. OLD WORLD HISTORY AND GEOGRAPHY

TIME	20 minutes
PRODUCER	Dade County, Florida, Public Schools
SUBJECT AREA	Social Studies
HIGHLIGHTS	Variety of production techniques: rear screen, film clips, stills
POSSIBLE USE	Production classes; Producer-Director training
SYNOPSIS	Country, people of Australia are discussed; includes good animal photography.

40. OLD WORLD HISTORY AND GEOGRAPHY

TIME	20 minutes
PRODUCER	Dade County, Florida, Public Schools
SUBJECT AREA	Social Studies
HIGHLIGHTS	Well executed camera work, imaginative stage sets
POSSIBLE USE	Production techniques; television teacher utilization and training
SYNOPSIS	Instructor describes life, customs in United Kingdom countries, British Commonwealth nations.

41. OLD WORLD HISTORY AND GEOGRAPHY

TIME	20 minutes
PRODUCER	Dade County, Florida, Public Schools
SUBJECT AREA	Social Studies
HIGHLIGHTS	Creative imagination seen in staging techniques
POSSIBLE USE	Production classes; television teacher utilization
SYNOPSIS	Teacher compares democracy in United States with government of United Kingdom; evolvement of the English form.

42. ONE NATION, INDIVISIBLE: CONGRESSIONAL ORGANIZATION

TIME	30 minutes
PRODUCER	MPATI
SUBJECT AREA	Civics
HIGHLIGHTS	Film includes animated cartoon on typical day of U.S. Congressmen
POSSIBLE USE	Television teacher utilization; production techniques
SYNOPSIS	Review of congressional organization through legislative reorganization act 1946.

43. OPERATION: AIRBORNE TELEVISION

TIME	27 minutes
PRODUCER	MPATI
SUBJECT AREA	ETV orientation
POSSIBLE USE	Orientation ETV groups
SYNOPSIS	Orientation to MPATI, excerpts from program schedule.

44. OUR CHANGING WORLD

TIME	30 minutes
PRODUCER	WTTW-TV for MPATI
SUBJECT AREA	Social Studies
HIGHLIGHTS	Extensive use of news film taken in late 1930's in India
POSSIBLE USE	Production ideas/techniques
SYNOPSIS	India's movement toward independence told through historic newsreel films.

45. OUR FASCINATING WORLD

TIME	30 minutes
PRODUCER	WEDU-TV
SUBJECT AREA	Social Studies
HIGHLIGHTS	Well paced production; excellent graphics, use of materials
POSSIBLE USE	Production techniques; television teacher training
SYNOPSIS	Impact of science seen in illustrations from period of "Industrial Revolution."

46. OUR FASCINATING WORLD

TIME	26 minutes
PRODUCER	WEDU-TV
SUBJECT AREA	Social Studies
HIGHLIGHTS	Production use of cartoons, illustrations from books, globe
POSSIBLE USE	Production techniques; television teacher utilization
SYNOPSIS	"Industrial Revolution" in England, effects in United States, Russia, France, Germany. Dramatized.

47. PANEL DISCUSSION: AMERICAN GOVERNMENT (12th Grade)

TIME	13:30 minutes
PRODUCER	University of Michigan
SUBJECT AREA	American Government
HIGHLIGHTS	Good lighting
POSSIBLE USE	Classroom teacher utilization
SYNOPSIS	Panel discussion, suggestions on utilizing telelesson on American government. (Should be used only in conjunction with Teaching With Television, American Government—12th Grade—No. 76)

48. PANEL DISCUSSION: AMERICAN HISTORY

TIME	15 minutes
PRODUCER	University of Michigan/MPATI
SUBJECT AREA	History—Secondary Education
HIGHLIGHTS	Uniformly good production
POSSIBLE USE	Classroom teacher utilization; television teacher techniques
SYNOPSIS	Panel discusses implementing television lesson for large class; student group attitude for successful utilization. (To be used in conjunction with Teaching With Television, American History—No. 77)

49. PANEL DISCUSSION: AMERICAN LITERATURE (12th Grade)

TIME	15 minutes
PRODUCER	University of Michigan
SUBJECT AREA	American Literature
HIGHLIGHTS	Good production techniques
POSSIBLE USE	In-service training of studio, classroom teachers
SYNOPSIS	Panel discusses teaching in auditorium, studio; immediate follow-up; combining history, literature studies. (Should be used with Teaching With Television, American Literature—12th Grade—No. 78)

50. PANEL DISCUSSION: ARITHMETIC (6th Grade)

TIME	20 minutes
PRODUCER	University of Michigan for MPATI
SUBJECT AREA	Primary Arithmetic
POSSIBLE USE	Utilization demonstration for new classroom teachers
SYNOPSIS	Program illustrates good introduction, follow-up; includes discussion of importance of team teaching. (To be used in conjunction with Teaching With Television, Arithmetic—6th Grade—No. 79)

51. PANEL DISCUSSION: BIOLOGY (10th Grade)

TIME	15 minutes
PRODUCER	University of Michigan
SUBJECT AREA	Biology—High School
HIGHLIGHTS	Good television production techniques
POSSIBLE USE	In-service training, studio and classroom teachers
SYNOPSIS	Teacher panel discusses television lesson follow-up, activities suitable in follow-up, methods of achieving student rapport. (To be used in conjunction with Teaching With Television, Biology—10th Grade—No. 80)

52. PANEL DISCUSSION: FRENCH (3rd and 4th Grades)

TIME	20 minutes
PRODUCER	MPATI
SUBJECT AREA	Elementary French
POSSIBLE USE	Classroom teacher utilization
SYNOPSIS	Panel discussion on utilization problems of teacher using French telelesson for first time. (Should be used with Teaching With Television, French—3rd and 4th Grades—No. 81)

53. PANEL DISCUSSION: GEOMETRY (10th Grade)

TIME	16 minutes
PRODUCER	University of Michigan
SUBJECT AREA	Panel discussion of lesson
HIGHLIGHTS	Discussion relates closely to lesson; both should be used together
POSSIBLE USE	Classroom utilization
SYNOPSIS	Panel discusses concepts of teaching geometry in classroom and through television. (Should be used with Teaching With Television, Geometry—10th Grade—No. 82)

54. PANEL DISCUSSION: MUSIC (2nd Grade)

TIME	20 minutes
PRODUCER	University of Michigan/MPATI
SUBJECT AREA	Primary Music
POSSIBLE USE	Utilization training classroom teachers
SYNOPSIS	Panel discussion on non-musical follow-up activities to a music lesson. (Should be used in conjunction with Teaching With Television, Music—2nd Grade—No. 83)

55. PANEL DISCUSSION: SCIENCE (Elementary)

TIME	15 minutes
PRODUCER	University of Michigan
SUBJECT AREA	Primary Science
HIGHLIGHTS	Good direction
POSSIBLE USE	Training classroom utilization to teachers
SYNOPSIS	Panel discussion on value of television lesson, how classroom teacher can capitalize on using it. Recommended for new science teachers. (Should be used in conjunction with Teaching With Television, Science—Elementary—No. 84)

56. PANEL DISCUSSION: SOCIAL STUDIES (6th Grade)

TIME	21 minutes
PRODUCER	University of Michigan/MPATI
SUBJECT AREA	Social Studies
POSSIBLE USE	Teacher utilization
SYNOPSIS	Panel discusses question of balance between television teaching and reinforcement in classroom. Also utilization projects. (Should be used in conjunction with Teaching With Television, Social Studies—6th Grade—No. 85)

57. PANEL DISCUSSION: SPANISH (5th and 6th Grades)

TIME	20 minutes
PRODUCER	University of Michigan
SUBJECT AREA	Elementary Spanish
POSSIBLE USE	Classroom, television teacher utilization; general teacher training
SYNOPSIS	Panel discusses aids for television follow-up; tape recorders, visuals, songs, etc. (Should be used in conjunction with Teaching With Television, Spanish—5th and 6th Grades—No. 86)

58. PANEL DISCUSSION: WORLD HISTORY (9th Grade)

TIME	16 minutes
PRODUCER	University of Michigan
SUBJECT AREA	World History
POSSIBLE USE	Classroom teacher utilization, Producer-Director background, television teacher training, general teacher training
SYNOPSIS	Panel discusses guiding post-lesson thinking of students; creating critical approach to studies. (Should be used in conjunction with Teaching With Television, World History—9th Grade—No. 87)

59. PENMANSHIP

TIME	15 minutes
PRODUCER	KDPS-TV
SUBJECT AREA	Language Arts
HIGHLIGHTS	Blackboard, graphics are attached to backdrop
POSSIBLE USE	Classroom utilization
SYNOPSIS	Television teacher illustrates direct oval, over-curve, under-curve, upper-loop, and over-loop letters.

60. PHYSICS

TIME	17 minutes
PRODUCER	Nova Scotia Schools
SUBJECT AREA	Physics
HIGHLIGHTS	Use of close-ups on demonstrations
POSSIBLE USE	Teacher training classes
SYNOPSIS	Teacher demonstrates specific gravity of liquids.

61. PRACTICAL POLITICS

TIME	16:30 minutes
PRODUCER	WGBH-TV
SUBJECT AREA	Civics
HIGHLIGHTS	On-location filming of drama thoughtfully written, professionally acted
POSSIBLE USE	Production techniques using films
SYNOPSIS	Case study of local politics in action. Open-ended programs leave student with a problem to solve.

62. PRACTICAL POLITICS

TIME	15 minutes
PRODUCER	WGBH-TV
SUBJECT AREA	Civics
HIGHLIGHTS	The whole production
POSSIBLE USE	Production techniques; utilization
SYNOPSIS	Film depicts attempt to overcome machine politics in winning support of key precincts.

63. PRACTICAL POLITICS

TIME	15 minutes
PRODUCER	WGBH-TV
SUBJECT AREA	Civics
HIGHLIGHTS	The whole production
POSSIBLE USE	Production techniques
SYNOPSIS	Culmination of Bill Archer's quest for a seat in the State Legislature. Dramatic presentation leaving open-ended questions for student discussion.

64. PROJECT MOHOLE

TIME	20 minutes (color)
PRODUCER	ETS for Princeton, New Jersey
SUBJECT AREA	Geology
HIGHLIGHTS	Echo sounding graphs integrated with drawings, use of sound effects
POSSIBLE USE	Production techniques; documentary films; television production classes
SYNOPSIS	Probing crust of earth for Mohole layer. Recommended for demonstration viewing.

65. QUE TAL AMIGOS

TIME	20 minutes
PRODUCER	MPATI
SUBJECT AREA	Elementary Spanish
HIGHLIGHTS	Creative, imaginative visuals are used
POSSIBLE USE	Classroom teacher utilization; production techniques; In-service training for television teachers
SYNOPSIS	Teacher and puppet continue elementary Spanish instruction; good review and follow-up.

66. QUE TAL AMIGOS

TIME	19:38 minutes
PRODUCER	MPATI
SUBJECT AREA	Elementary Spanish
POSSIBLE USE	Classroom, television teacher utilization; production techniques
SYNOPSIS	Continued instruction in begin-illustrating "action words" in Spanish. Recommended for demonstration viewing.

67. QUE TAL AMIGOS

TIME	20 minutes
PRODUCER	MPATI
SUBJECT AREA	Elementary Spanish
HIGHLIGHTS	Simple illustrations; puppets
POSSIBLE USE	Television teacher training
SYNOPSIS	Continued Instruction in beginning Spanish by aural-oral method.

68. (The) REALM OF THE GALAXIES

TIME	18:30 minutes (color)
PRODUCER	ETS
SUBJECT AREA	Natural Science
HIGHLIGHTS	Animated charts used very effectively. Good use of diagrams and photographic plates
POSSIBLE USE	Classroom enrichment; production training
SYNOPSIS	Drs. Horning and Sandage describe an exploration of the galaxies. Viewer sees through Mount Palomar telescope. Print has splices but general condition good.

69. (The) SCIENCE CORNER

TIME	20 minutes
PRODUCER	New York University Television Center
SUBJECT AREA	Primary Science
HIGHLIGHTS	Use of larger-than-life models of spider, film clips of spiders
POSSIBLE USE	Production
SYNOPSIS	Film shows what spider is, how it makes a web, how the young spider is born.

70. SCIENCELAND SERIES

TIME	20 minutes
PRODUCER	MPATI
SUBJECT AREA	Primary Science
HIGHLIGHTS	Creative staging; open and close features a long pan of "Scienceland" mural
POSSIBLE USE	Direct teaching
SYNOPSIS	A hamster and parrot highlight a visit to Scienceland's Pet Shop, Science House, and country spaces.

71. SINGING, LISTENING, DOING

TIME	20 minutes
PRODUCER	MPATI
SUBJECT AREA	Elementary Music
HIGHLIGHTS	Good use of sound effects. Early, complete rapport with audience.
POSSIBLE USE	Television teacher training
SYNOPSIS	Teacher combines primary music, story telling into an interesting ITV program.

72. SINGING, LISTENING, DOING

TIME	20 minutes
PRODUCER	MPATI
SUBJECT AREA	Elementary Music
HIGHLIGHTS	Good use of sound effects, graphics, supers.
POSSIBLE USE	Television teacher techniques, training; Producer-Director techniques, classes
SYNOPSIS	Teacher sings, plays piano and xylophone to demonstrate musical concepts.

73. SOUND

TIME	30 minutes
PRODUCER	WGBH-TV
SUBJECT AREA	Elementary Science
HIGHLIGHTS	Sound demonstrations using musical instruments; superimpositions of oscilloscope wave pattern
POSSIBLE USE	Production techniques
SYNOPSIS	Eugene Gray answers question: What makes up sound?

74. (A) STUDY OF HISTORY

TIME	10 minutes
PRODUCER	Central Michigan University
SUBJECT AREA	Social Studies—Secondary
HIGHLIGHTS	Rear screen used in introduction
POSSIBLE USE	Utilization training for television teachers
SYNOPSIS	Part of a telelesson that serves as an introduction to the study of history.

75. 10 MINUTES WITH GLENN GOULD

TIME	10 minutes
PRODUCER	CBC
SUBJECT AREA	Music
POSSIBLE USE	Production
SYNOPSIS	Glenn Gould displays piano artistry, tells how he became a musician. Recommended for demonstration viewing.

76. TEACHING WITH TELEVISION

TIME	60 minutes
PRODUCER	MPATI
SUBJECT AREA	American Government—12th Grade
POSSIBLE USE	Classroom teacher utilization
SYNOPSIS	Motivation, telelesson, and utilization follow-up. (Should be used with related discussion film—No. 47)

77. TEACHING WITH TELEVISION

TIME	55 minutes
PRODUCER	MPATI
SUBJECT AREA	American History
HIGHLIGHTS	Television set, overhead projector, screen, maps seen in studio classroom
POSSIBLE USE	Classroom teacher utilization training
SYNOPSIS	Excellent motivation, television lesson (Cost of Civil War), good student participation in follow-up. (Should be used with related discussion film—No. 48)

78. TEACHING WITH TELEVISION

TIME	55 minutes
PRODUCER	MPATI
SUBJECT AREA	American Literature—12th Grade
HIGHLIGHTS	Good production techniques
POSSIBLE USE	Recommended for teachers using television viewing rooms
SYNOPSIS	Camera "cuts" between students, teacher, lesson, to show individual reactions to televised instruction. (Should be used with related discussion film—No. 49)

79. TEACHING WITH TELEVISION

TIME	55 minutes
PRODUCER	MPATI
SUBJECT AREA	Arithmetic—6th Grade
HIGHLIGHTS	Good visual demonstrations
POSSIBLE USE	In-service training in classroom utilization
SYNOPSIS	Films show good teacher technique in pre-television lesson motivation, post-lesson utilization. (Should be used with related discussion film—No. 50)

80. TEACHING WITH TELEVISION

TIME	50 minutes
PRODUCER	MPATI
SUBJECT AREA	Biology—10th Grade
HIGHLIGHTS	Illustrates need for proper student motivation
POSSIBLE USE	Classroom teacher utilization
SYNOPSIS	The grasshopper is viewed as part of "The Living World." (Should be used with related discussion film—No. 51)

81. TEACHING WITH TELEVISION

TIME	45 minutes
PRODUCER	MPATI
SUBJECT AREA	French—3rd and 4th Grades
HIGHLIGHTS	Silent film used for opening of program
POSSIBLE USE	Classroom utilization
SYNOPSIS	Motivation, telelesson, and follow-up using songs, French description of a model house. (Should be used with related discussion film—No. 52)

82. TEACHING WITH TELEVISION

TIME	45 minutes
PRODUCER	MPATI
SUBJECT AREA	Geometry—10th Grade
HIGHLIGHTS	Shows close correlation between television lesson and student's books
POSSIBLE USE	Classroom teacher utilization
SYNOPSIS	Teacher prepares class for lesson on parallels; demonstrates reliance on both television and text.(Should be used with related discussion film—No. 53)

83. TEACHING WITH TELEVISION

TIME	60 minutes
PRODUCER	MPATI
SUBJECT AREA	Music—2nd Grade
HIGHLIGHTS	Illustrates excellent preparation and motivation
POSSIBLE USE	Classroom teacher utilization
SYNOPSIS	Motivation, telelesson, and follow-up. (Should be used with related discussion film—No. 54)

84. TEACHING WITH TELEVISION

TIME	55 minutes
PRODUCER	MPATI
SUBJECT AREA	Elementary Science
POSSIBLE USE	Classroom teacher utilization
SYNOPSIS	Class prepares for, views television lesson on the "Spider"; class uses insect cocoons, egg sacks, mounted spider in follow-up. (Should be used with related discussion film—No. 55)

85. TEACHING WITH TELEVISION

TIME	55 minutes
PRODUCER	MPATI
SUBJECT AREA	Social Studies—6th Grade
HIGHLIGHTS	Film shows correlation of classroom preparation and television lesson
POSSIBLE USE	Production classes; television teacher utilization
SYNOPSIS	Classroom teacher motivates students for television lesson on Magna Charta; television lesson. (Should be used with related discussion film—No. 56)

86. TEACHING WITH TELEVISION

TIME	45 minutes
PRODUCER	MPATI
SUBJECT AREA	Spanish—5th and 6th Grades
POSSIBLE USE	Recommended for classroom utilization training
SYNOPSIS	Motivation, television lesson, and follow-up for elementary language class (Should be used with related discussion film—No. 57)

87. TEACHING WITH TELEVISION

TIME	55 minutes
PRODUCER	MPATI
SUBJECT AREA	World History—9th Grade
HIGHLIGHTS	Fine example of follow-up to television lesson
POSSIBLE USE	Recommended for in-service training of classroom teachers
SYNOPSIS	Teacher demonstrates water wheel in pre-lesson motivation; follows with effective utilization. (Should be used with related discussion film—No. 58)

88. THINKING MACHINE

TIME	20 minutes (color)
PRODUCER	ETS for MPATI
SUBJECT AREA	Cybernetics
HIGHLIGHTS	Model of human compared against back drop of high speed digital computers
POSSIBLE USE	Classroom enrichment; production training
SYNOPSIS	New York University doctors compare the human brain with a computer to illustrate that the brain is more complex than any machine or computer

89. THRESHOLD OF TOMORROW

TIME	30 minutes
PRODUCER	South Carolina ETV Center
SUBJECT AREA	Role of ETV
HIGHLIGHTS	Good art direction, numerous graphics
POSSIBLE USE	ETV/ITV orientation; ETV classes
SYNOPSIS	ETV story of South Carolina; reviews programming. Describes 6-channel CCTV systems.

90. TO MAKE IT CLEAR

TIME	16:57 minutes (color)
PRODUCER	Dade County, Florida, Public Schools
SUBJECT AREA	Preparation of vu-graph slides
POSSIBLE USE	Broad applications: Art, television-graphic art training; classroom teacher utilization
SYNOPSIS	Film outlines step-by-step preparation color vu-graph slides. Recommended for demonstration viewing.

91. TWELFTH NIGHT

TIME	8 minutes
PRODUCER	BBC
SUBJECT AREA	English Literature
HIGHLIGHTS	Use of special effects generator for inserts
POSSIBLE USE	Types of production techniques
SYNOPSIS	London of Shakespeare's time compared with the London of today. Recommended for demonstration viewing.

92. WOMEN IN DAVID COPPERFIELD'S LIFE

TIME	30 minutes
PRODUCER	CBC
SUBJECT AREA	English Literature
HIGHLIGHTS	Utilizes segments of film from British motion picture "David Copperfield"
POSSIBLE USE	Techniques of production
SYNOPSIS	Program illustrates David Copperfield's dependence on women in his life. Recommended for demonstration viewing.

93. WORK, ENERGY, POWER

TIME	20 minutes
PRODUCER	BBC
SUBJECT AREA	Engineering
HIGHLIGHTS	Well integrated film clips, animated diagrams; use of split screen
POSSIBLE USE	Production technique classes
SYNOPSIS	Meaning of work, energy, power calculated through use of film clips, diagrams. Recommended for demonstration viewing.

94. WORLD CULTURES (West Africa)

TIME	25 minutes
SUBJECT AREA	Social Studies
HIGHLIGHTS	Objects, art of West Africa
POSSIBLE USE	Production utilization
SYNOPSIS	Program provides close-up look at objects that are integral part of culture of Sierre Leone, West Africa

95. WORLD CULTURES (Korea)

TIME	24:30 minutes
PRODUCER	Pittsburgh
SUBJECT AREA	Social Studies
HIGHLIGHTS	Program uses many still photographs, camera pans, tilts, zooms for movement
POSSIBLE USE	Production technique classes
SYNOPSIS	Korean life, customs seen in study of still photos by Ted Conant, Ford Foundation.

96. WORLD HISTORY

TIME	30 minutes
PRODUCER	WUNC-TV
SUBJECT AREA	Social Studies
HIGHLIGHTS	Illustration of paintings showing Napoleon in victory and defeat
POSSIBLE USE	Utilization
SYNOPSIS	Lesson traces rise and fall of Napoleonic Empire.

97. (The) WORLDS OF DR. VISHNIAC

TIME	20 minutes (color)
PRODUCER	ETS—Princeton, New Jersey
SUBJECT AREA	Micro-biology
HIGHLIGHTS	Excellent close-up micro-cinematography
POSSIBLE USE	Production techniques
SYNOPSIS	Dr. Vishniac shows lab, research equipment; also life processes one-cell animals under high magnification. Recommended for demonstration viewing.

98. VISUAL PERCEPTION

TIME	20 minutes (color)
PRODUCER	ETS
SUBJECT AREA	Physics
HIGHLIGHTS	Ingenious models and diagrams used throughout; excellent photography
POSSIBLE USE	Classroom enrichment; production training
SYNOPSIS	Audience is conducted into a world of optical illusions. Film illustrates that what we see and what we perceive are two different things.

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